ALAGAPPA UNIVERSITY

DIRECTORATE OF DISTANCE EDUCATION

Common UG

Part II –English- IV

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Course Code	Title of the Paper
10642	Part II : English Paper - IV

BLOCK 1: SHORT STORIES

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Unit-2: A Day's Wait -Hemmingway

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Grammar

Unit 13: Concord – Phrases and Clauses – Question Tag

Composition

Unit 14: Expansion of Proverbs

Group Discussion

Conversation (Apologizing, Requesting, Thanking)

References:

1. Sizzlers, by the Board of Editors, Publishers – Manimekala Publishing House, Madurai
2. Pygmalion – G.B.Shaw
3. Swami and Friends – R.K.Narayan
4. Tales from Shakespeare – Ed. By the Board of Editors, Harrows Publications, Chennai.
5. Modern English – A Book of Grammar Usage and Composition – by N.Krishnaswamy, Macmillan Publishers.

UNIT -1 LALAJEE -Jim Corbett

Notes

STURCTURE:

1.1 INTRODUCTION

Jim Corbett, the Anglo-Indian writer has written the splendid short story titled 'Lalajee'. It stresses the necessity of being kind and grateful to one another. People should learn to live together in harmony. That living in harmony will help them to come up in their lives, when they face misfortunes. Lalajee's stay with the narrator and the impact of his stay in the later part of his life are narrated in the short story 'Lalajee'.

1.2 UNIT OBJECTIVES

- To make the students understand being kind and grateful
- To discover Indianness in the foreign author's works
- To learn to self-motivate oneself amidst sufferings

1.3 AUTHOR INTRODUCTION

Jim Corbett is an Anglo-Indian writer. He held the rank of colonel in the British Indian Amy. He was invited to kill man-eating tigers and leopards in the villages of Garhwal and Kumaon divisions. Later he became the protector of Indian wildlife. He created National Reserve for the endangered Bengal tiger in Uttarakhand. In the year 1957, the national park was renamed Jim Corbett National Park to honour him.

Corbett was a short-story writer. He lived for twenty years in the Kumaon district of Uttar Pradesh. He has written the books such as *Man-eaters of Kumaon*, *The Man-eating Leopards of Rudraprayag* and *The Temple Tiger*. They narrate his encounters with the tiger. After the Second World War, he spent his rest of the life at Kenya.

1.4 DETAILED SUMMARY

The short story 'Lalajee' begins with the passenger train arriving from Samaria Ghat, to the place called 'Mokemeh Ghat'. It is narrated from the first person narration. The narrator notices a man getting down from the broad-gauge passenger train. That man's appearance is given in detail. He is very thin, his eyes have sunk deep into their sockets. He wears only patched clothes, it had been white long ago. He carries a small bundle which is tied up with coloured handkerchief. From his walking style, it is clear that he is violently sick.

With the feeble steps, the sick man moves towards the bank of the river Ganges. He stoops to wash his face. Then he spreads the sheet on the bank of the river Ganges. The narrator understands that this sick man does not want to continue his journey in the same train. He opens his eyes and finds the narrator near him.

The sick man tells the narrator that he does not want to take trains, as he is dying. He comes to spend only the last moment of his life near the holy Ganges. He is aware of his health condition. The narrator too realizes that Cholera which is an epidemic in all areas in this summer season, the sick man might have affected by cholera. From his violently sick condition, he confirms that he is affected by Cholera only. From the sick man, the narrator understands that the sick man has no friends at this place. So this narrator is kind enough to take him to his place which is in two hundred yards distance from the Ganges.

Check Your Progress Questions

1. The passenger train arrives from _____.
2. The sickman moves towards the bank of ____ river.
3. The sick man is affected by ____ disease.

Notes

In those days, before the electric fans were invented, people used Punkahs in their houses, which kept moving by pulling a cord through a pulley. The coolie has to keep pulling the cord to circulate the air in the room. He has employed many punkah coolies in his house. He has given separate houses to make them stay near his house. That punkah' coolie's house is vacant now. So he brings this sick man to this house. This house is detached from the servant's quarters. The servants do not like to live near the Cholera affected person. As it is epidemic, they also may become fatalists. So he is left to stay in the punkah coolie's house, which is far off from the servants' quarters.

The narrator had been at Mokameh Ghat for ten years. He has given employment to large labour force. They lived near him or in the villages nearby. The narrator has seen many Cholera affected persons in his stay of ten years. On seeing their pitiable condition, the narrator feels that if ever he gets his foul disease, he wishes a Good Samaritan, i.e. a kind man, would pity on him and shoot him at his head, or give him overdose of opium.; That means he does not want to live with that disease. He can better die than endure suffering with Cholera.

The narrator gives the information of people dying of cholera each year. The people in India die of Cholera, mainly not by the disease but by the fear of disease. The people who visit India strongly believe in fate. They believe that a man cannot die before his allotted time. It is clearly implied that people die mainly of the fear of disease, not by the actual disease.

The sick man suffers from cholera, which attacked him badly. The narrator believes that his faith and treatment alone can make him survive. He has three more cholera patients with him. He makes the sick man believe that he will be cured of his disease. He instils this confidence in the mind of the sick man. Because of his treatment and instilled confidence, this sick man regained his health and strength. At the end of the week only, the completely cured man narrates his story.

Lala is the name of the man who comes to end his life with the disease Cholera. He was doing a flourishing grain business. He made the stranger as his partner and after few years of successful business life, this stranger-cum-partner deserted him. On his return from the long journey, Lala found his shop empty and his partner gone.

Notes

Check Your Progress Questions

4. People in India die of Cholera mainly because of the ____ of disease.
5. How long does Lalajee stay with him?
6. Lalajee wishes to go to ____.

Lala did not expect this critical condition. He could spend money he has only for his personal debts. He has no credit with him. His wife died after the partner robbed him. He worked under the merchant with whom he had traded. For ten years, he worked as a man earning seven rupees a month, with which he can merely support himself and his son. He was going to Gaya from Muzaffrpur, to do his master's business. As he became very ill of cholera, he got down to die on the banks of sacred Ganges.

Lalajee stays with him for nearly one month. Then he requests him to give permission to continue his journey to Gaya. He wishes to find other employment. When the narrator asks him to be a merchant again, the narrator replies that he wishes to be a merchant, but he needs five hundred rupees for that. When the narrator hands him over five one-hundred rupee note, he was tongue-tied. He keep glancing his notes until the bell of the train rang. He promises "Within one year your slave will return you this money."

To Lalajee, the narrator has given his greater part of his savings. He believed that the poor people in India will not forget the kindness. One day, he noticed a man in pure white clothes standing in his veranda to meet him. He fails to realize until he speaks. It was Lalajee who comes as he set time limit for himself. He narrates his trading transactions, by sitting on the floor, beside his chair.

Lalajee has gradually makes a progress in his business. His son studies in good school. He marries again, now with the daughter of the rich merchant of Patna. Within twelve months time, everything changed in his life. He returns his five hundred rupees along with the interest. But the narrator refuses to accept the interest, saying it was not our custom to accept interest from our friends.

Before leaving from this place, Lalajee tells him of his willingness to help him at the time of misery, as he has heard the narrator was reduced to one chapati and a little dal, once in his life. He says, if such a time should ever come in your life, "your slave will place all that he has at your feet."

Even after eleven years of this incident, each year the narrator receives a big basket of the best mangoes from Lalajee’s garden. He aimed to be the merchant once again in his life, after he has been robbed of by his partner. As he returned to his position, he shows his gratitude to the narrator, each year reminding him of the kindness and helping nature.

1.5 INDIANISM IN LALAJEE

Jim Corbett, during his stay in India, has encountered different people of India. He has understood the minds of Indian people. He happens to meet Laljee near the river Ganges. It is customary for Indians to spend the last part of their lives near Ganges. On his journey to Gaya only, he gets down at Mokameh Ghat, as he is severely infected by Cholera. This epidemic disease kills many people in India. People die of the fear of this disease, not out of the actual disease. People stay away from Cholera-infected patients also, as they have fear of being infected.

The author has used the term ‘mango season. As it is quite prevalent in India. The abstract qualities like gratitude, ambitious, being deceived, being determined of becoming merchant are other Indian qualities that can be found in this shortstory.

Lalajee shows his gratitude by returning to meet the narrator with the money as he has promised. He assures him of helping him at times of distress. He sends every year in the summer season, one basket of mangoes to the narrator. He is obedient to the master i.e. the Anglo-Indian. He addresses himself as his slave, and the narrator as his master.

By seating himself on the floor when the narrator sits on the chair, even after becoming a successful merchant denotes his loyalty and obedient nature. He is determined of becoming a merchant again in his life.

1.6 MESSAGE CONVEYED IN LALAJEE

Life consists of ups and downs. Lalajee was a successful merchant. Suddenly he becomes a loser. He loses his wife also. He has to work under the merchant with whom he has traded. He is infected with the fatal disease Cholera also. He realizes his condition near death. Hope comes in the form of the narrator. He helps him to recover his health. He has given him his own savings to this Lalajee with which he starts his business and becomes successful. He regains his financial position also.

One should not lose hope. Even when one faces misfortunes continuously in one’s life, one should not lose hope. He should understood that God is bettering his life. It is his confidence that helps him to recover his health. It with this confidence, he continues his life. It is because of his

hope, he comes back as a successful merchant, man with rich health, man with his own family. Everything becomes possible because of his hope.

One should have helping tendency. Like the narrator, one has to come forward to help the man recover his health, even though he is affected by the disease which is epidemic. Like the narrator, one should come forward to give financial assistance with the money he has saved for years.

One should not believe the stranger, making him the partner in his business and leaving the entire wealth in his control. As man's tendency is to get tempted, it is wrong on the part of the man who tempts.

One should show one's gratitude also. It is quite humane to return the help rendered. It is expected to return the money borrowed from others.

1.7 SHORT ANSWER QUESTIONS

1. What did Lalajee do on leaving the steamer?

Lalajee is sick. He moves towards the bank of the river Ganges. He stoops to wash his face.

2. What did the author conclude that Lalajee had no intention of catching the train?

Lalajee gets down from the steamer and spreads the sheet on the bank of the river Ganges.

3. Why did Jim Corbett take Lalajee to his house?

Lalajee is affected by Cholera. Jim Corbett takes him to take his house to cure him of that disease.

4. How does the author bring out the foul nature of cholera?

Jim Corbett gives him treatment. He instils confidence in the mind of the sick man. It helps to regain his health and strength.

5. What made lots of people die of cholera?

The fear of Cholera made lots of people die of Cholera. People die mainly of the fear of disease, not by the actual disease.

6. What did Lalajee's survival depend on?

Lalajee's survival depended on Jim Corbett's treatment and helping attitude.

7. Why was Corbett not able to spend much time to nurse Lalajee?

Corbett was not able to spend much time to nurse Lalajee because he has three more cholera patients with him.

8. Why could he not expect any help from his servants?

The servants do not like to live near the Cholera affected person. As it is epidemic, they also may become fatalists.

9. 'At the end of a week, he was able to give me his story.' What was his story?

Lala was doing a successful grain business. His partnership with a stranger deserted him, as he ran away with Lala's money. He began to work for ten rupees a month. On his business way to Gaya from Muzaffrpur, he became very ill of cholera, he got down to die on the banks of sacred Ganges.

10. Why did not Lalajee think of being a merchant again?

Lalajee needed five hundred rupees for being a merchant again. So he felt he could not become a merchant.

11. What promise did Lalajee make before leaving Mokameh Ghat?

Lalajee made promise before leaving Mokameh Ghat, "Within one year your slave will return you this money."

12. What did Lalajee accomplish within a year of leaving Mokameh Ghat?

Lalajee has gradually makes a progress in his business. His son studies in good school. He marries again with the daughter of the rich merchant of Patna.

13. On his second visit to Mokameh Ghat, Lalajee made a promise. What was that?

Lalajee promises to help Corbett at the time of misery, as he has heard the narrator was reduced to one chapati and a little dal, once in his life. He promises to give everything to Corbett in such times of misery.

14. How did Lalajee show his gratitude to Corbett?

Lalajee shows his gratitude to Corbett, by sending Corbett, a big basket of the best mangoes from his garden.

15. Why was Lalajee tongue-tied before his first departure from Corbett?

Notes

When Corbett hands Lalajee over five one-hundred rupee note, Lalajee was tongue-tied.

1.8 PARAGRAPH QUESTIONS WITH ANSWERS

1. Describe the circumstances under which Corbett met Lalajee.

Corbett notices a man getting down from the broad-gauge passenger train. That man's appearance is given in detail. He is very thin, his eyes have sunk deep into their sockets. He wears only patched clothes, it had been white long ago. He carries a small bundle which is tied up with coloured handkerchief. From his walking style, it is clear that he is violently sick. With the feeble steps, the sick man moves towards the bank of the river Ganges. He stoops to wash his face. Then he spreads the sheet on the bank of the river Ganges. The narrator understands that this sick man does not want to continue his journey in the same train. He opens his eyes and finds the narrator near him.

2. Corbett had faith in the innate goodness of the poor in India. Was his faith justified? How?

Corbett's faith in the goodness of the poor people in India was justified from the action of Lalajee. Lalajee, after getting cured by Corbett's treatment and instilled confidence, decided to go back to his place. He wished to become a merchant again. Corbett gave the money he has saved for years to Lalajee, sothat he could come up in his life. Lalajee promised to return the money within one year. As he promised, he retuned the money to Corbett. Thus, the innate goodness of the poor was justified.

1.9 ANSWERS TO CHECK YOUR PROGRESS QUESTIONS

1. Samaria Ghat

2. Ganges

3. Cholera

4. Fear

5. one month

6. Gaya

1.10 ANSWER IN TWO SENTENCES EACH

1. Why could not Lalajee become a merchant, after his loss?

2.How long did Lalajee stay with the narrator?

1.11 ANSWER IN PARAGRAPH EACH

1. Describe the humanism in *Lalajee*.

2. Describe the suffering in *Lalajee*.

3. How could Lalajee make things right, after his loss?

4. Describe the pains of disease cholera as shown in *Lalajee*.

5. How did the narrator assist Lalajee in coming up in life?

1.12 ANSWER IN AN ESSAY EACH

1. Analyse the message conveyed in *Lalajee*.

2. Assess Indianism in *Lalajee*.

1.13 FOR FURTHER READING

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UNIT -2 A DAY'S WAIT - HEMINGWAY

STRUCTURE

2.1 INTRODUCTION

Ernest Hemingway's 'A Day's Wait' deals with the story of the tragic result of the miscommunication between the boy and the doctor. The father finally clarifies the son's doubt and brings him back to the normal condition. Schatz, the nine-year-old boy is sick with flu and high fever. The doctor's measurement of the temperature of the boy's sickness creates inner conflict and year in his mind.

2.2 UNIT OBJECTIVES

- To make the learners understand the depression in the mind of the death-approaching person
- Portrays how living death frightens people at any age

- To discover the responsibility of the father towards his son.

2.3 AUTHOR INTRODUCTION

Ernest Hemingway is an American novelist and short story writer. He began his career as a journalist. He multiplies intensity through his language. He brings the reality in the photo-graphic description. He has dealt with the themes of love, war, wilderness and loss. These themes are recurrent in this works. In 'A Day's Wait' the author narrates the story of the boy who lay in his bed, waiting for death, as a result of simple misunderstanding.

2.4 SUMMARY

The story 'A Day's Wait' is narrated from the father's point of view. It describes the nine year old boy's mentality and behaviour. The boy is infected by the light epidemic of flu. He was not affected by pneumonia. When the story begins, the boy Schatz appears to be sick, when his father enters the room to close the windows.

In his bed, Schatz was found shivering. His face was white. He walked slowly as if it is too painful to move. As the boy suffered from headache, the narrator insisted to go to bed. He merely sits near the fire, without taking rest. He looked miserable and sick. He has fever also. So the doctor is invited to cure the boy from fever.

The doctor takes the temperature. On request, the doctor tells the temperature as 'One hundred and two'. This collapses the boy. From this moment onwards, he begins to count his time. He understands that death approaches him.

Without knowing any of these misconceptions, the doctor prescribes medicines in different coloured capsules and gives the reason for each tablet. He tells that the boy is infected by the epidemic of flu, not pneumonia.

The boy's face was white and there are dark patches under his eyes. His father wants him to be comfortable and so to divert him, he begins to read the book 'Book of Pirates' by Howard Pyle. He noticed that the boy was not following what he was reading.

Check Your Progress Questions

1. What is the name of the book that the father reads for the son?
2. The doctor tells the temperature as ____.
3. The father gives medicine at __

The boy tells that his health condition is quite the same, without any improvement. The narrator continues to read the book, till the time to give another capsule. The boy usually sleeps, when his father engages himself with his own work. But now the boy continues to gaze at the foot of the bed.

The boy does not want to sleep. He does not want his father also to stay with him. After giving him the prescribed capsules at eleven o'clock, his father went out for a while. On his return, he learnt that the boy had refused to let anyone enter into his room

The boy is found in the same position, with his white-face. His cheeks also flushed by the fever. He continues to share at the foot of the bed. So his father takes the temperature again. Now the boy asks for the temperature.

The boy's father does not take his words seriously. He merely replies, it is alright. It is nothing to worry about. But the boy continues to behave strangely. When his father insists him to take pills, he questioned, "Will it do any good". His father continues to read, consoling the boy. Now also, the boy is not following.

The boy himself questions his father, "at what time he is going to die?". His father does not understand at first what he is asking. He makes it clear that he is not going to die. For this, the boy replies, "I heard him say a hundred and two." His father clarified him telling people do not die with a fever of one hundred and two.

The boy told his father that the boys in his school told him that one cannot live with forty-four degrees. But I have got one hundred and two. So the boy had been expecting his death ever since nine 0'clock in the morning.

The boy's father clarifies him telling that there is a difference between miles and kilometres. On that different thermometer, thirty-seven is normal. On this thermometer, it is ninety-eight. After understanding this only, the boy's gaze moved from the foot of the bed.

The boy relaxed himself. From the next day, the boy was found to be too naughty. He cried easily for things of no importance.

2.5 MESSAGE CONVEYED

From this short story, one can understand the father's love for his son. The boy's father showers his love, empathy, care on him. He wants to divert him, from his sickness and so he begins to read aloud the book which he likes most. The father understands his son from the appearance itself. He understands his sickness, from his face itself.

The father does not laugh at his son's misunderstanding. Instead, he clarifies his doubts and misunderstandings. There is no tone of ridicule. But the readers feel the humour in the end of the story.

The paediatric attitude is also given in detail. It is the nature of the children to misunderstand things, imagine things on their own and behave strangely. When they are questioned, it is the responsibility of the elders to clarify their doubts by answering them. When they are clarified, they continue to be naughty.

Check Your Progress Questions

4. The boys in his school told him that one cannot live with ___ degrees.
5. Which degree is the normal temperature, according to the father?
6. The father understands his sickness, from his ____ itself.

2.6 ANALYSIS OF 'A DAY'S WAIT'

Through the story 'A Day's Wait', the inner conflict of the boy is revealed. He feels depressed as he misunderstands that he is going to die. The father's love and concern for the son is described in detail. The boy gets miscommunicated. The boy remaining awake, the boy not following the father's reading a book indicate that the boy is completely shattered.

The story begins with the father's discovery of his son Schatz's ill health. To treat this nine-year old boy, from influenza, the doctor is brought to the house. The doctor informs the father that the boy will be fine as the fever does not go above 104 degrees. He gives three different medicines to the father along with the instructions.

After the doctor's departure, the father reads about Pirates. But the boy does not pay attention to it, but his eyes remain fixed at the foot of the bed. Noticing his strange behaviour, the father asks him to sleep. But Schatz says that he would be awake.

After giving him medicines at 11 0' clock, the father goes out. When the father returns home, he learns that Schatz has refused to allow anyone inside his room. He does not want others to get infected by flu. The boy's father enters the room and finds him continue staring at the foot of the bed.

The boy's father checks the temperature of the boy. He tells him that there is nothing to worry about. When the boy questions the father

Notes

about how far the medicines will cure him, the father replied affirmatively. Then he asks his father when he [Schatz] will die.

Schatz tells his father that usually one cannot survive with temperature above forty-four. But his temperature is 102. He expects his death from the morning. The father explains the difference between Fahrenheit and Celsius. The boy gets clarified of all his doubts and misunderstandings. From the next day onwards, the boy begins to be too naughty, by upsetting over little things.

The father of the nine-year old boy is the narrator of the story. He is unnamed. He explains the boy that France and America use different thermometers which measure the units of temperature.

This short story deals with the themes such as fear, confusion, and responsibility.

2.7 THEME OF FEAR IN 'A DAY'S WAIT'

The Short story deals with the theme of fear. Schatz fears that the is going to die based on the misinformation of Celsius versus Fahrenheit. The fear of death makes him isolate from everyone he knows. With fear, he continues to stare at the foot of the bed. As his imagination runs wild, it creates confusion. He does not want others to get affected by this high temperature and face death. He thinks that he is going to die. The fear of death haunts him. This fear of death is common for all human beings. He waits for his death. The short story is rightly titled as 'A Day's Wait'.

2.8 ANSWERS TO CHECK YOUR PROGRESS QUESTIONS

1. 'Book of Pirates'

2.102

3. 11 O'clock

4. 44

5. 37 and 98

6. face

2.9 ANSWER IN TWO SENTENCES EACH

1. How does the father understand from the boy's appearance that the boy is sick?

2. What does the boy ask his father, when he measures the temperature?

3. What does the boy ask his father, when he gives the medicine?

4. What are the themes dealt in 'A Day's Wait'?

5. Why does not the boy allow anyone inside his room?

6. How does the boy respond to the father's order to sleep?

2.10 ANSWER IN PARAGRAPH EACH

1. Bring out the theme of fear in 'A Day's Wait'.

2. How does the father react to the son's question regarding his time of death?

3. How does the father clarify the son's misunderstanding?

4. How does the father entertain the sick son?

5. What made the boy fear in 'A Day's Wait'?

2.11 ANSWER IN AN ESSAY EACH

1. Bring out the inner conflict of the sick son in 'A Day's Wait'.

2. Justify the title of the short story 'A Day's Wait'.

3. What is the message conveyed through the story 'A Day's Wait'?

2.12 FOR FURTHER READING

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Notes

UNIT -3 TWO OLD MEN-LEO TOLSTOY

Structure

3.1 INTRODUCTION

'Two Old Men' is a story about two old men who set out to Jerusalem and their return to their place. Efim and Elisha were the two old men. It was Elisha who insisted to begin the journey to Jersusalem at once. But Efim hesitated with his own reasons. Elisha came across a hut with many dying people. They were dying of hunger. He helped them with food and things to survive on their own. He found God within himself. He returned home. When he met his friend Efim, after his return from the pilgrimage, he felt that it is God's business.

Notes

3.2 UNIT OBJECTIVES

- To make the students understand that one has to help the poor
- To discover God within themselves
- By helping others, we can make them realise God's mercy

3.3 AUTHOR INTRODUCTION

Count Lev Nikolayevich Tolstoy is a Russian. He is usually referred in English as Leo Tolstoy. He is regarded as one of the greatest Russian writers. He is nominated for Nobel Prize Literature from 1902 to 1906. He is known for his novels 'War and Peace', 'Anna Karenina'. He has contributed plays, and philosophical essays also.

3.4 SUMMARY

'Two Old Men' describes the story of two old men who set out to Jerusalem and their return to their place. Their journey resembles Bunyan's 'Pilgrim's Progress'. Their journey begins with hesitation, postponement and decision to accomplish it at once.

Efim and Elisha were the two old men. Efim, the rich man had not used bad word, not taken vodka, tobacco in his life. Elisha was not a rich man. He raised bees to support his family. He was a good-natured man. He had the habit of taking vodka, snuff. It was Elisha who insisted to begin the journey to Jersusalem at once. But Efim hesitated with the reason that he was building izba, the cottage for peasants and he would like to see with his own eyes finishing the job.

Elisha persuaded him saying, Easter would not wait for us. But Efim said that he had no money as he had invested into that building. He needed one hundred rubles. Efim ridiculed him saying, he had ten times as much property as Efim had. He convinced saying that there is nothing more precious than the soul. He begged his friend to begin the journey.

At the end of the week they began their pilgrimage. Efim had given detailed instructions to his family members, regarding the things to be done in his absence. But Elisha instructed to do things according to the situation that arises.

For five weeks, the old men walked. Their shoes were worn out. So they decided to buy in Little Russia. It was the only place where they did not spend for their food. Without payment, they gave food, filled their bags with bread, cakes to eat during their travel. So they were able to travel 500 miles without spending money.

When the old men crossed the next province, they understood that the harvest had failed. The peasants gave free lodging, but charged money for food. They got the news that the harvest failed a year before. The rich people sold all they possessed. The poor people became destitute. They begged and starved. They had only husks and goosefoot in the winter season.

Check Your Progress Questions

1.How much money the old man needed to go on a pilgrimage?

2.____ was the rich old man.

3. The journey resembles John Bunyan's _____.

4. Efim had ____ times as much property as Efim had.

One night, the old men stopped in the small village. They bought fifteen pounds of bread. They came across the stream and so they filled the bowl with water. Efim was the better walker than Elisha. Elisha needed water and so he went near a hut, sending Efim to continue his journey. Elisha asked for a drink. But the man who lay outside the house did not answer.

The people in the house did not remember how many days they remained without food and water. Elisha searched for the well and brought water to the people. He gave bread to the children and old woman who were unconscious without food.

Elisha bought some millet, salt, flour, oil. He chopped the wood with axe and made fire. He cooked soup and gave it to the starving people a meal. Then the people in the hut narrated how they came to this state. Their crops failed. They begged for food in the winter season. They could not get job also. They ate grass. They were waiting for their death.

Elisha decided to help these people by staying with them. He bought things and cooked food for them. On the third day, the old woman regained consciousness. On the fourth day, he decided to break the fast with these people. He gave feast to them. He did not feel sorry for spending time and money with them. But he felt sorry for the people.

Elisha bought them a horse and flour to last till the harvest, and a cow for the little ones. He did not want to seek the Lord beyond the sea. He decided to find God within himself.

Elisha redeemed their cornfield and the meadowland which were sold. He bargained and bought a horse and a cart at the public-house. The people in the hut did not ask him for whom Elisha bought the horse and cart. The next morning, Elisha left everything for their survival. The poor people in the hut were very happy at Elisha's act.

Efim who waited for him, continued his pilgrimage. He asked the people about Elisha, describing his appearance. But Elisha did not turn up. Efim went on board with a foreign passport which costs five roubles. When the ship tossed, he remained calm. On the fifth day, it reached the shore of Constantinople. From there he travelled by road to Jerusalem.

Check Your Progress Questions

5. The poor people in the village ate ____ .

6. Elisha redeemed their ____ and the ____.

7. After ____, Efim retuned to his home.

8. Elisha believed that it was _____'s business.

Effim reached the very place where Elisha had remained behind.

He asked about Elisha. The old woman in the hut delivered good hospitality to the pilgrims. She narrated the reason for welcoming pilgrims. God punished them almost to death for ignoring God. They became ill and helpless. Then God sent one old man to help them. He pitied their state and gave food, drink. He helped to set them on their feet again. He redeemed their land. He bought a cart and horse and gave them.

Efim bade farewell to the people and continued his journey. After a year, he returned to his home. He went to meet his friend Elisha. Elisha repeatedly told him that it was God's business. Efim did not speak to Elisha of the people in the hut and how he had seen him in Jerusalem. But now he understood that one has to keep one's vows to God and to do His will, is for each man while he lives to show love and do good to others.

3.5 ESSAYS

Describe the pilgrimage of Elisha and Efim

'Two Old Men' is a story about two old men who set out to Jerusalem and their return to their place. Efim and Elisha were the two old

men. Elisha survived by raising the bees. Efim, being the rich man, was busy building cottages for peasant.

Elisha persuaded Efim to undertake the journey to Jerusalem, when they were healthy. He counselled Efim that his sons could survive on their own, without his instructions. He ridiculed Efim's view of insufficient money, i.e. he needed one hundred rubles, telling that he had ten times richer than Elisha himself. After thinking a lot, Efim decided to begin the journey to Jerusalem at the end of the week.

They walked for many miles, for many days. On their journey to Jerusalem, people showed hospitality, gave food for free, packed food to have on their journey. But when they came across a village which had failed in harvest. The peasants gave free lodging, but charged money for food. They got the news that the harvest failed a year before. The rich people sold all they possessed. The poor people became destitute. They begged and starved. They had only husks and goosefoot in the winter season.

One night, the old men stopped in the small village. They bought fifteen pounds of bread. They came across the stream and so they filled the bowl with water. Efim was the better walker than Elisha. Elisha needed water and so he went near a hut, sending Efim to continue his journey.

Elisha decided to help these people by staying with them. He bought things and cooked food for them. Elisha bought them a horse and flour to last till the harvest, and a cow for the little ones. He redeemed their cornfield and the meadowland which were sold. He bargained and bought a horse and a cart at the public-house. Elisha gave these for their survival. The poor people in the hut were very happy at Elisha's act.

Efim continued his journey, leaving behind Elisha. But he noticed the presence of Elisha, when he prayed in Jerusalem. On his return to his place, he came to know about Elisha's kindness to the poor people. He reached Elisha's house. Elisha expressed that all his actions were not his own, but it was God's business.

3.6 MESSAGE CONVEYED

The theme of "Two Old Men," is expressed at the last part of the story. Tolstoy has given the message to the readers at the end of the story. Efim visits Elisha after his return from Jerusalem. He realises that Elisha physically was not there. The real devotion is not in the worship of God, but in the process of showering love to the needy and doing good to the needy. Elisha returns home without completing his pilgrimage. By helping the poor people, he gets the blessings from God.

The author now realizes that one has to keep one's vows to God and to do His will, is for each man while he lives to show love and do good to others. This is given in the example of Elisha and his generosity to the poor family. Elisha has decided to help the poor family by giving them bread:

> To-morrow I will redeem their cornfield, and will buy them a horse, and flour to last till the harvest, and a cow for the little ones; or else while I go to seek the Lord beyond the sea, I may lose Him in myself.

Through the character Elisha, Tolstoy educates people to shower love and do good to others. Being physically present to Jerusalem, like Efim, is not necessary. One can go there spiritually through his sacrificial acts. God recognises one's sacrifice. Efim realises that God has blessed his friend. This is the central theme of the story: going on a pilgrimage will do no good without helping others. Elisha's decision to help the family indicates that he has God within him. He has made the entire family realize that helping others is necessary. So the family which Elisha helped, dedicates their life for doing service to pilgrims.

3.7 ANSWERS TO CHECK YOUR PROGRESS QUESTIONS

1. Hundred rubles
2. . Efim
3. The Pilgrim's Progress
4. ten
5. grass
6. cornfield and meadowland
7. year
8. God

3.8 ANSWER THE FOLLOWING IN ONE OR TWO SENTENCES EACH:

1. Describe the nature of Efim.

2. Why did Efim say that he had no money for Jerusalem?

3. What is the reply given by Elisha for Efim's no money concept?

4. What were the instructions given by Elisha and Efim to their family members before beginning their journey?

5. Why did Elisha enter the hut in the destitute village?

6. How did Elisha satisfy their hunger?

7. What were the things that Elisha bought for the poor people in the hut?

8. How was Efim treated on his return journey by the people in the hut?

9. Did Efim see Elisha in Jerusalem? What does it imply?

10. What did Efim understand from Elisha's helping attitude?

3.9 PARAGRAPH QUESTIONS

1. Compare and contrast Efim and Elisha.

2. On what grounds, Efim hesitated to visit Jerusalem?

3. Describe the hospitality in Little Russia.

4. Describe the destitute village and sufferings of people.

3.10 ESSAY QUESTIONS

1. Describe the pilgrimage of Elisha and Efim

2. How did Elisha help the poor people?

3. Narrate the pilgrimage of two old men.

3.11 FOR FURTHER READING

The Greatest Short Stories of Leo Tolstoy. By Leo Tolstoy, Digital Fire

Leo Tolstoy's 20 Greatest Short Stories Annotated By Leo Tolstoy

"Leo Tolstoy : A Biographical Reappraisal". Ashok K. Bhattacharaya. *Indian Literature*. Vol. 24, No. 2 (March-April 1981), pp. 67-77.

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Tolstoy, Leo. *Divine and Human and Other Stories*. Evanston: Northwestern University Press, 2000.

UNIT – 4 LITTLE GIRLS WISER THAN MEN -Leo Tolstoy

STRUCTURE

4.1 INTRODUCTION

'Little Girls Wiser than Men' deals with the theme of friendship, connection, conflict and shame. Akulya and Malasha are connected with each other. The author highlights the dispute that arises because of their play in the puddle. Tolstoy suggests that grown-ups are hostile with each over silly things, whereas the young ones forget the dispute and get connected always. They do not hesitate to be connected.

4.2 UNIT OBJECTIVES

- To make the students understand the universality of such occurring

- To discover the fact that children forget their disputes quickly.
- Children have the bond of connection

4.3 AUTHOR INTRODUCTION

Count Lev Nikolayevich Tolstoy is a Russian. He is usually referred in English as Leo Tolstoy. He is regarded as one of the greatest Russian writers. He is nominated for Nobel Prize Literature from 1902 to 1906. He is known for his novels 'War and Peace', 'Anna Karenina'. He has contributed plays, and philosophical essays also.

4.4 SUMMARY

The story 'Little Girls Wiser than Men' opens in the early Easter, which is a festival of Christ's resurrection. With the vehicle called sledge, people slidge on snow. It is quite over. Water now begins to run in streams in the village street.

The two girls called Malasha and Akulya came out of their houses and meet near the large puddle. Both them dressed with new frocks. They had just come from Church. They showed each other their fine dresses. Then they begin to play.

One girl is smaller, other one is bigger. One is wearing blue Frock, other one is yellow Frock. Malasha is the smaller girl. So it quite common for the children to play in the puddle, mud, and water. Malasha steps into the puddle. Akulya warns her not to enter into the puddle without removing her shoes and stockings.

Both of them removed their shoes and stockings. They began to walk towards each other through the puddle. As Malasha is short, the water comes up to her ankles. She is afraid of the depth.

Akulya gives her courage. She again warns Malasha not to splash the water. She instructs Malasha to walk slowly. But Malasha plumped her feet into the water and so the water splashed on Akulya's frock; eyes and nose. As her frock became dirty, Akulya became very angry.

Because of the splashing of dirty water on Akulya, she ran after Malasha to strike her. On seeing Malasha coming to strike her, Akulya scrambled out of the puddle and prepared to run home. Akulya's mother happened to be passing that side. She notices her daughter's skirt and sleeves are dirty.

Check Your Progress Questions

1. Akulya and ____ are connected with each other.

2. the dispute that arises because of their play in the ____.

3. Who is known for his novels *War and Peace*, *Anna Karenina*?

When Akulya's mother was about to strike her for being dirty. To save herself from her mother's anger, Akulya showed the person who caused and splashed this. She said, "Malasha did it on purpose." At this, Akulya's mother seized Malasha and struck her on the back of her neck.

Malasha began to howl like anything. Malasha's mother came out, on hearing her cry. She asked the reason for beating her. Women began to abuse each other. Men also joined with them. Everyone in the crowd began to shout, no one is listening. It became a quarrel then pushing one another and finally it became giving blows.

Finally Akulya's old grandmother steps in to calm them down. She reminds them of their easter festival. It is time to rejoice. None is listening to her words. She was almost knocked off her feet. If she failed to quieten the crowd, Akulya and Malasha alone could quieten them.

The two girls, who were the cause for their quarrel went back to the puddle. Akulya wiped the mud off her frock. She took a stone and tried to make a channel so that the water could run through the street. Malasha also collected chip of wood and tried to dig the channel. Girls were busy making channel, while women and men were fighting and the old woman trying to pacify them.

The girls run each side of the little stream. Malasha continued to laugh. They are highly delighted. They watched the chip float along the stream. The old woman, on seeing the quarrelling women, fighting men, and playing girls, asked them whether they are ashamed of themselves, for their act.

The children forgot all about it, and play together happily. Those "little souls" are wiser than you," She says.

On seeing the girls and on hearing the words of the old woman, they felt ashamed. They laughed at themselves and returned to their own homes.

Check Your Progress Questions

4. 'Little Girls Wiser than Men' opens in the early____.

5. _____ is the smaller girl.

6. Who beats Malasha?

4.5 ESSAY

"Little Girls Wiser than Men" is an interesting story pointing out a moral truth to the readers. Leo Tolstoy is the author of the story.

Once there lived two Russian girls named Akulya and Malasha in a small village in Russia. They were neighbours. Their mothers had dressed them both in new frocks. They had just come from church. They showed each other their finery and began to play. It was a rainy day of early easter season. The dirty water had formed a puddle. When they were playing, Malasha, the younger one, splashed the dirty water at Akulya. It spoiled her frock and face. Akulya made a complaint to her mother against Malasha.

Akulya's mother struck Malasha on the back of her neck. Malasha cried. Her mother heard her cry and was angry. She picked up a quarrel with Akulya's mother. All came out of their houses. They shouted and went on quarrelling.

Akulya's grandmother tried to calm them down. No one listened to her. She was almost knocked down. Akulya and Malasha alone helped her from falling down.

The two girls forgetting all about their early quarrel, joined together and started playing in the stream of water. The old woman pointed it out to the crowd and told them that they should be ashamed of themselves since they were fighting on account of the girls. But they themselves were playing together happily.

The moral of the story is that "child like"nature is more important than the wisdom of grown up people. Children are innocent and forget the past soon.

4.6 SHORT ANSWER QUESTIONS WITH ANSWERS

1. What is the time of the year described in the beginning of the story?

It was an early Easter, when spring season has just started.

2. Why were the girls dressed in finery?

They were dressed in finery because they went to Church to celebrate Easter.

3. How were the girls dressed?

   Malasha wore a blue frock and Akulya wore a yellow print and both had red kerchiefs on their heads.

4. What make Akulya run after Malasha to strike her?

   The two girls splashed about in the dirty water of the puddle. Akulya told Malasha to walk carefully and not to splash water. Malasha unwittingly plumped down her foot and water splashed on Akulya's frock and face.

5. Who tried to strike first? Why?

   Akulya tried to strike first Malasha. She splashed dirty water on her frock.

6. Why did the quarrel become bigger?

   Akulya's mother found that her daughter's frock was spoiled by Malasha. So she struck Malasha on the back of her neck. Malasha cried in pain. Malasha's mother came out and picked a quarrel with Akulya's mother. One word led to another and atlast it ended in angry quarrel.

7. Who tried to calm down the people?

   Akulya's grandmother tried to calm down the people. She told them that it was Easter time – a time to be happy and not to quarrel.

8. What did Akulya and Malasha do when the elders were quarrelling among themselves?

   They were innocent and forget about their quarrel. They made a channel out of the puddle. They played together and laughed happily.

9. How did the old woman bring quarrel to the end?

   The old woman pointed out the quarrelling people how the two girls were playing, forgetting the past. She told them that they should be ashamed of themselves since the girls themselves have become friendly already.

4.7 PARAGRAPH QUESTIONS WITH ANSWERS

1. Why did Akulya and Malasha quarrel with each other? How do old people get involved in the children's quarrel?

Malasha and Akulya came out of their houses wearing new frocks and met near the large puddle. Both them dressed with new frocks. Akulya warned Malasha not to splash the water. But Malasha plumped her feet into the water and so the water splashed on Akulya's frock; eyes and nose. Her frock became dirty. Akulya's mother noticed her daughter's skirt and sleeves dirty. Akulya complained her mother, that Malasha made her frock dirty. So Akulya's mother seized Malasha and struck her on the back of her neck. Malasha howled. So Malasha's mother came out, on hearing her cry. Women began to abuse each other. Men also joined with them.

2. Sketch the part played by Akulya's grandmother.

The quarrel between Akulya and Malasha gets extended with their mothers, and other people. Akulya's old grandmother steps in to calm them down. She reminds them of their easter festival. It is time to rejoice. None is listening to her words. She was almost knocked off her feet. People continue quarrelling with one another and the old woman continue pacifying them. But the girls do not take their quarrels seriously, they begin to play by making the little stream of the puddle. The two girls are highly delighted. The old woman, on seeing the quarrelling women, fighting men, and playing girls, asked them whether they are ashamed of themselves, for their act. The children forgot all about it, and play together happily. Those "little souls" are wiser than you," She says. On seeing the girls and on hearing the words of the old woman, they felt ashamed. They laughed at themselves and returned to their own homes.

4.8 ANSWERS TO CHECK YOUR PROGRESS QUESTIONS

1. Malasha

2. Puddle

3. Tolstoy

4. Easter

5. Malasha

6. Akulya's mother

4.9 ANSWER IN TWO SENTENCES EACH

1. What is the theme of 'Little Girls Wiser than Men'?

2. Why does Akulya's mother beat Malasha?

3. Why did the children wear new dresses?

4. What made the children forget their dispute?

5. What did the children do when the grown-ups were disputing?

4.10 ANSWER IN PARAGRAPH EACH

1. How does the children stop the dispute of the grown-ups?

2. Assess the role played by the old woman in 'Little Girls Wiser than Men'.

3. Describe how a small incident was blown up into a big quarrel in the village.

4. Justify the title of Tolstoy's 'Little Girls Wiser than Men'.

4.11 ANSWER IN AN ESSAY EACH

1. Bring out the message conveyed in 'Little Girls Wiser than Men'.

2. Explore the theme of the short story 'Little Girls Wiser than Men'.

4.12 FOR FURTHER READING

The Greatest Short Stories of Leo Tolstoy. By Leo Tolstoy, Digital Fire

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"Leo Tolstoy : A Biographical Reappraisal". Ashok K. Bhattacharaya. *Indian Literature*. Vol. 24, No. 2 (March-April 1981), pp. 67-77.

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UNIT -5 THE BOY WHO WANTED MORE CHEESE-- William Elliot Giriffir

STRUCTURE

5.1 INTRODUCTION

The short story 'The Boy who wanted more cheese' describes the greed of the 12 years old boy named Klaas Van Bommel who always wishes to have more cheese. He gets cheese from his sisters also. After getting scolded by his mother, he goes to bed. He dreams of fairies who bring him piles of cheese. He dances with them and he is about to be crushed by the piles of cheeses. He wakes up and finds no fairies.

5.2 UNIT OBJECTIVES

- To make the learners understand the negative impact of Greed on a person.
- It moralizes to be happy with what one has.
- To make them imagine the picturesque fairy tale set up

5.3 AUTHOR INTRODUCTION

William Elliot Griffis was born in 1843. He was an American orientalist, congregational minister, lecturer, and prolific writer. He was a teacher in Japan. Soon he became a leading educator. He wrote and lectured extensively on Japan. He became the west's most respected authority on Japanese culture. 'The Boy who wanted more Cheese' is a Dutch story. It is about a boy named Klaas Van Bommel. He always wanted more cheese.

5.4 SUMMARY

Klaas Van Bommel was a twelve-year-old Dutch boy. He lived in a place where there are many cows. He was a boy with five feet height and a hundred pounds weight. He eats too much.

In the summer season, Klaas was dressed in a rough blue linen blouse. In winter, he wore woollen bell trousers. Till he reaches the age five, he dressed like his sisters. He was proud to wear boy's clothes with two pockets in them.

Klaas was the son of a farmer. He had rye bread and fresh milk for breakfast. At dinner, he takes bread and cheese, with a plated heaped with boiled potatoes. He dips each round into a bowl of hot melted butter. At supper, he had bread and skim milk with a saucer. He felt that the slice of cheese was not thick enough. He sleeps usually quickly.

There was plenty to eat at Van Bommels' house. There are many stacks of rye bread in the basement. Cheeses are piled up in the pantry. That is enough to feed a small army.

But Klaas wanted more cheese always. He was a good, obedient boy at home. He was ready to work on the cow-farm always. He was diligent in school. But at the table, he always wanted for more. His father always ridiculed him saying if he had a well or a cave under his jacket.

Klaas had three younger sisters; Trintje, Anncke and Saartje; which is Dutch for Kate, Annie and Sallie. Their mother called them "orange blossoms" called him "her butter cup" as he went on dipping his potatoes in the bot butter.

Check Your Progress Questions

1. How old is Klaas?

2. What was the season?

3. What was his father?

lights dancing under the tree. One beam seemed to approach his roof hole. It passed to and fro in front of him. It seemed to whisper in his ear. It seemed one lamp is made up of hundred fire-flies. Then, whisper became a voice. He laughed heartily. He forgot the scolding from his mother.

The voice invited him saying, “there’s plenty of cheese. Come with us.” He became very happy. His eyes twinkled with delight. The sleepy boy rubbed his eyes to make sure of it. Again the voice said, “Come.” He was reminded of the stories of the fairies. He himself had seen often “the fairies’ ring” in the pine woods.

The light looked like a lady. It rose higher in the sky. It again said, “There’s a plenty of cheese. Come with us.” He went downstairs without waking anyone. He stepped into his wooden shoes. He ran towards their fairy ring.

Klaas noticed that the big fire-flies were actually dozens of pretty creatures. They were as large as dolls. They were as lively as crickets. They were full of light. Thy danced hand in hand. He was surprised.

Klaas was surrounded by the fairies. One fairy pulled him. The loveliest fairy whispered to come and dance with them. They murmured “Plenty of cheese. Come. Come.”

Klaas felt his feet is as light as feather. He danced all night till the Sun rises. Then he tumbled down and fell asleep. The fairies brought him cheeses and he ate all the cheese he had longed for all his life. He felt delightful as there were none to restrict him. His jaws became tired. His stomach was loaded with canon-balls. He gasped for breath.

Klaas wanted to stop eating and rest a while. The fairies did not allow him to stop. From all sides, the fairies came bringing cheeses. There were piles of cheeses. One tallest and strongest fairy rolled along the huge, round and flat cheeses. The cakes and balls were heaped so high around him. Klaas felt like a frog in the well. He screamed out of fear of the cheese fall on him.

Check Your Progress Questions

5. The boy climbed on the stool to sniff _____.

6. The light looked like a ____.

7. Klaas felt his feet is as light as ____.

8. The fairies murmured “Plenty of ____.”

The fairy queen hovered over his head and urged him to take more. Klaas felt that he would burst. He saw the pile of cheeses, as big as a house, topple over. When he was about to be crushed, he opened his eyes.

Klaas looked around and found no fairies. But in his mouth, there was a bunch of grass which he was chewing lustily. He did not share this story of his night with the fairies to anyone. He himself did not know because the cheese-house has fallen or because the daylight had come.

5.5 ESSAY

Klaas Van Bommel was a 12 year old boy, living in Holland. He was 5 feet high, and weighed hundred pounds. He had three sisters. He had plenty to eat at his house. For the breakfast, they give him bread and milk. For the supper, they give him bread and butter. For the dinner, cheese bread and potato.

One day, his mother scolded him saying he asked more cheese from his sisters' share also. He went to the bed crying. His stomach is heavy as lead, as he ate so much.

Klaas had a dream in his sleep. The fairies murmur saying there is plenty of cheese. Come with us. He too followed them. He danced with them. He felt as light as feather. He danced all night, without feeling tired at all. Fairies brought him cheese. He ate as much as he could. But he became tired of eating. He felt suffocated.

Klaas did not want to eat more cheese. But the fairies insist him to eat more cheese. They brought and dropped cheese around him. He screamed on seeing piles of cheese which were about to crush him. But he woke up ribbing his eyes.

Klaas looked around him and found no fairies around him. He was in his room only. It was dawn. There was no cheese also. That day, he swore not to be gluttony, thereafter.

5.6 PARAGRAPH QUESTIONS WITH ANSWERS

1. Give a short description of Klaas Van Bommel.

Klaas Van Bommel was a twelve-year-old Dutch boy. He was a boy with five feet height and a hundred pounds weight. He eats too much. He sleeps usually quickly. Klaas wanted more cheese always. He was a good, obedient boy at home. He was ready to work on the cow-farm always. His mother called him "her butter cup" as he went on dipping his potatoes in the hot butter. He always asked his sister's bit of cheese also.

2. What was the meal that the Bommels had at home?

There was plenty to eat at Van Bommels' house. There were many stacks of rye bread in the basement. Cheeses were piled up in the pantry. That was enough to feed a small army. The Bommels had rye bread and fresh milk for breakfast. At dinner, Klaas takes bread and cheese, with a plated heaped with boiled potatoes. He dips each round into a bowl of hot melted butter. At supper, he had bread and skim milk with a saucer. He felt that the slice of cheese was not thick enough.

3. What happened one night when Klaas stood on a stool to sniff the sweet piney odours?

The boy climbed on the stool to sniff the sweet piney odours in his room. The gentle breeze was blowing from the pine woods. He felt he saw lights dancing under the tree. One beam seemed to approach his roof hole. It passed to and fro in front of him. It seemed to whisper in his ear. It seemed one lamp is made up of hundred fire-flies. Then, whisper became a voice. He laughed heartily.

4. How did the fairies feed Klaas with the cheese?

The fairies brought Klaas cheeses and he ate all the cheese he had longed for all his life. He felt delightful as there were none to restrict him. His jaws became tired. His stomach was loaded with canon-balls. He gasped for breath. Klaas wanted to stop eating and rest a while. The fairies did not allow him to stop. From all sides, the fairies came bringing cheeses. There were piles of cheeses. One tallest and strongest fairy rolled along the huge, round and flat cheeses. The cakes and balls were heaped so high around him. Klaas felt like a frog in the well. He felt that he would burst.

5.7 ANSWERS TO CHECK YOUR PROGRESS QUESTIONS

1. 12

2. summer

3. farmer

4. army

5. sweet piney odours

6. lady

7. feather

8. cheese

5.8 ANSWER IN TWO SENTENCES EACH

1. Why was Klaas scolded by his mother?
2. Did Klaas inform his fairy-dream to anyone?
3. Describe the appearance of Klaas.
4. What was the food habit of Klaas.

5.9 Answer in Paragraph each

1. Describe Klaas Van Bommel.

2. Give the description of Fairies feeding Klaas with the cheese.

3. What was the meal that the Bommels had at home?

4. Describe plenty of cheese episode.

5. What made Klaas forget his scolding?

5.10 ANSWER IN AN ESSAY EACH

1. Analyse the short story ‘Boy Who Wanted More Cheese’.
2. Describe the family of Van Bommels.
3. Narrate the experience of Klaas with the fairies.

5.11 FOR FURTHER READING

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UNIT -6 PYGMALION -George Bernard Shaw

STRUCTURE:

6.1 INTRODUCTION

Bernard Shaw's plays are instructive. In 'Pygmalion', he explores the problems related to social hierarchy. In this play, Professor Higgins conducts experiment of making Eliza speak well. This experiment finally makes her strand between two worlds. Shaw shows how the hierarchy of English society has formed variety of characters depending on their socio-economic levels. The power of language is understood when Eliza is considered as an aristocratic lady at the ambassador's party. Shaw points out that one can break the social barriers, with the power of language.

6.2 UNIT OBJECTIVES

- To make the students understand Shawian ideas
- To explore how social identity is formed

6.3 AUTHOR INTRODUCTION

Bernard Shaw uses he genre 'drama' to educate and criticize the society. He occupies a prominent position next to Shakespeare, in the history of the English drama. He has framed his own 'theatre of ideas'. He displayed his genius through his plays. He called himself a dramatic realist. He is pre-eminently a rationalist.

6.4 SUMMARY

Shaw's *Pygmalion* describes the story of a flower-selling girl. Henry Higgins was the Professor of Phonetics. He transformed her into a lady of high rank and status by teaching her to pronounce correctly.

In the portico of St.Paul's Church, people came for the shelter as it was raining. Henry Higgins and a flower-selling girl also came there for shelter on that rainy night. Eliza Doolittle was the name of the flower-girl. Prof.Higgins noticed the different dialects spoken by the different parts of people in London.

Check Your Progress Questions

1. . Henry Higgins was the Professor of ____.

2. Colonel Pickering, a scholar from ___.

3. The flower-girl lives in the slum called ____.

4. With whose money, Eliza is able to hire the taxi?

Colonel Pickering, a scholar from India was eager to learn Phonetics from Professor Higgins. The other characters who were present there were Mrs.Eysford Hill, her daughter Miss Clara Hill and her son Freddy Hill. Freddy tried to get a taxi, as his sister Clara felt too cold.

The taxi was not available at the particular theatre, because audience hired the taxis that were available. Freddy had gone to hire a taxi andso Clara and Eynsford Hill walked to the bus stop nearby for the return of Freddy.

Freddy returned with a taxi, but did not find them. So the flower-girl hired the taxi, to return to her home in London slum called Drury Lane. The flower-girl could hire the taxi because of Prof.Higgins only. She had been weeping and sobbing as her flower basket had been upset by Freddy who rushed to hire a taxi.

Professor Higgins took note of her words. People suspected him to be a spy. People warned the flower-girl to be careful as she might be considered as a prostitute or street-walker. Because of her flowers being crushed, she began to sob. She begged Prof.Higgins and Colonel Pickering to buy some flowers.

Professor Higgins threw all the coins he had into her basket to calm her down. Eliza noted the address of Prof. Higgins which was given to Colonel Pickering asking him to stay at his house, during his stay in London. Prof.Higgins invited him to come to his house which is in Wimpole street next morning.

Professor Higgins had told that he could change the speech of flower-girl into the speech of Duchess at an ambassador's garden in three months time.

The next scene shifts to the residence – cum- laboratory of Higgins in Wimpole Street, London. Prof. Higgins had been narrating Colonel Pickering his method of teaching pronunciation and conducting experiments. Eliza visited his house with an intention to get some lessons so that he could speak proper English, with which she could get a job in the regular flower-shop, instead of selling at the corner of Tottenham Court Road.

Reminding Higgins of his assertion made on the previous night, Pickering challenges Higgins to take up this assignment. Last night, Professor Higgins asserted that he could this girl pass off as a duchess at an ambassador's garden party, after six months training of pronunciation and accent.

Pickering agreed to pay all the expenses regarding the fees for lessons and experiment of making the girl pass off as a duchess at the place where only aristocratic people gathered.

Higgins began educating Eliza without wasting time. His house-keeper Mrs.Pearce to clean the girl by scrubbing and washing her. If she objected to be cleaned, he ordered Mrs.Pearce to beat her and set things right. During the cleaning process, Eliza's father Alfred Doolittle, a dust man arrived. He was an 'undeserving poor'. He thought Prof. Higgins and Colonel Pickering were immoral like him.

Check Your Progress Questions

5. Higgins began educating_____.

6. What is the name of Professor Higgins' house-keeper?

7. Eliza threw ____ on the face of Professor Higgins.

As he was about to leave, Mrs.Pearce and Doolittle brought Eliza who had undergone many changes. Shaw showed that Eliza was educated. Higgins found very difficult to educate her. She did not know how to pronounce the alphabets properly. Higgins appreciated Eliza for her receptive ear and making progress quickly. It was big ordeal for Higgins to teach Eliza.

The mother of Prof.Higgins, Mrs.Higgins was residing in Chelsea Embankment, London. She had arranged 'at-home day' inviting all her friends at home. Prof.Higgins informed her of the lessons in phonetics, he had been giving to Eliza for the last few months. He wanted to see if she could pass off as a lady in high society.

Mrs.Eynsford Hill, her daughter Miss Clara Hill, and her son Freddy Hill, Colonel Pickering arrived followed by Eliza, who was well-dressed. She looked as if she was the lady of high rank and status. She behaved with self-confidence and perfect ease.

All are shocked at Eliza's usage of the word 'bloody' when she swore. But Clara was comfortable with such terms, as she used those words for swearing. People understood that Eliza might need some more time to pass on as a duchess at a gathering of aristocratic people.

After giving few more lessons, Eliza was brought to an ambassador's garden party. She raptured everyone with her beauty, poise, self-confidence, correct pronunciation and choice of words. Neppomuck, one of the old pupils of Higgins, was also deceived by Eliza, taking her for a Hungarian with royal blood in her veins. She could pass not just as a Duchess, but as a Princess.

Eliza, Higgins and Pickering returned home at about 11.30 p.m. Higgins was quite happy with the success of his experiment. Higgins and Pickering exchanged their excitement over their success in Higgins' experiment. They ignored Eliza, of her tiredness and ordeal.

Eliza felt annoyed and bitter as she was ignored by Higgins and Pickering. Their unfair treatment upset Eliza. After Pickering going to his bedroom, Professor Higgins asked Eliza for his slippers, Eliza threw his slippers on his face to express her indignation. Higgins was shocked at her

behaviour. She called him "a selfish brute." She did not know what she could do after his experiment came to an end.

Higgins did not take Eliza's questions seriously. He replied unsatisfactorily, which infuriates Eliza more. He took the matter light-heartedly. Eliza was very much annoyed at him. She took off her jewellery and handed them over to Higgins telling him she might be accused of stealing the next day. Higgins felt infuriated by her words and actions, he merely retired for the night. When she came out of the house, changing her dress, she met Freddy who embraced him. She decided to stay with him that night. They hired a taxi and went to Winbledon Common.

Eliza came to Higgins' house in the early morning to collect her luggage and went to the residence of Mrs.Higgins. She narrated her the story of her ordeal and asked her permission to stay there. Higgins and Pickering searched Eliza and finally telephoned the Police to search out Eliza.

Mrs.Higgins felt that all behaved like children without showing the signs of maturity. Like Professor Higgins, Eliza had also taken equal effort, and undergone ordeal. She told them that she was with her in a room at the upper storey.

When they discussed to send for Alfred Doolittle, he himself arrived. Now this dust man was completely different. He was dressed as a fashionably rich man. He was dressed almost like a bridegroom. He narrated how he had undergone this transformation. He wrote to one American Millionaire, informing him that, "he was the most original moralist at present in England." This remark ruined his happiness. He left a large legacy to him. He had become a man with middleclass status, following the code of middle class morality.

Check Your Progress Questions

8. What is the name of Eliza's father?

9. Eliza stayed in the house of ____, when Professor Higgins complained to the police.

Alfred Doolittle complained that all his happiness had been ruined. He expressed his woes, "Who asked him to make a gentleman of me? I was happy. I was free. I touched pretty nigh everybody for money when I wanted it, same as I touched you, Enry Iggins. Now I am worried; tied neck and heels; and everybody touches me for money."

When he was poor, doctor sent him sway from the hospital, telling him that he is healthy, even when he could not stand. But now they told him that he was not a healthy man, telling he could not live without them

looking him after twice a day. When he was poor, he had two or three relatives. They too would not speak to him. Now he had fifty relatives. He had to follow middle class morality of living for others, not for himself. Eliza could not sell flowers, as he became respectable. He was forced to learn middle class language.

Alfred Doolittle accepted the legacy with an idea to save himself in the oldage. He would not be able to work in the work-house. This middle-class code of morality demanded him to marry a mistress so that he could be respectable. He was sure that they would not be happy. He invited everyone to accompany him to the Church, as he himself with Eliza had been called in.

When all left the stage, Eliza and Higgins converse. Eliza revealed him her decision of marrying Freddy, who really loved her. He had no idea of earning and making his own living. She decided to work and support himself and Freddy. Her decision of marrying Fool Freddy infuriated Higgins. Eliza infuriated him more telling that she would work as an assistant to Nepommuck, his former pupil and then who would give herself lessons in Phonetics. With earning, they could be able to support themselves.

Except Higgins, all went for Eliza's wedding. In the 'Epilogue', Shaw gives few more information about Eliza. Many courses are open to Eliza. She analysed all the courses and chose the right decision of marrying Freddy. She married him with the help of Colonel Pickering, who set up a flower-shop of her own. She finally settled in her life.

6.6 ABOUT THE PLAY

In the opening scene of the play, all the principal characters – Eliza, Professor Higgins, Pickering and Freddy are introduced. The theme of the play is also introduced when Professor Higgins boasting of his power to transform the poor flower-girl into a lady fit for the highest society. Eliza is the poverty-stricken flower-girl who has to save every penny to make both ends meet.

'Pygmalion' is a drama of ideas. It does not describe the clash of personalities, but the clash between two different ideas, views, and attitudes. The central problem of the play is raised by Mrs.Pearce who asked his master about the future of Eliza after making her appear like a lady of high rank and status.

Professor Higgins had boasted that in few months, he would be able to make Eliza a duchess, fit for the Garden Party of any Ambassador. Pickering challenged him telling he would pay all the expenses relating to that. She is given a good bath and scrubbing. She is dressed in the fine clothes of a lady.

Mother-son relationship also reveals the character of Higgins. She does not allow his son to come to her house on her at-home day, as he offends her friends by his ill-manners. Mr.Eynsford Hill and her daughter Clara and her son Freddy arrived to her house. Freddy is attracted towards Eliza. It indicates the possibility of their marriage, in times of come.

6.7 ESSAYS

Describe Professor Higgins' efforts to transform the flower girl into an aristocratic lady.

At St.Paul's Church, Henry Higgins saw one flower-selling girl who came there for shelter on one rainy night. Henry Higgins was the Professor of Phonetics. He told Pickering that he could transform her into a lady of high rank and status through his teaching of pronunciation. Prof.Higgins invited him to come to his house.

Prof. Higgins had been narrating Colonel Pickering his method of teaching pronunciation and conducting experiments. Eliza visited his house with an intention to get some lessons so that he could speak proper English, with which she could get a job in the regular flower-shop.

Pickering challenged Higgins of transforming her into a lady of high rank and status through his teaching of pronunciation. Pickering agreed to pay all the expenses regarding the fees for lessons. The experiment is begun. His house-keeper Mrs.Pearce cleaned the girl by scrubbing and washing her.

Higgins found very difficult to educate her. She did not know how to pronounce the alphabets properly. Higgins appreciated Eliza for her receptive ear and making progress quickly. It was big ordeal for Higgins to teach Eliza.

Eliza was brought to Mrs.Higgins' 'at-home party'. Eliza was well-dressed. She looked as if she was the lady of high rank and status. She behaved with self-confidence and perfect ease. All are shocked at Eliza's usage of the word 'bloody' when she swore. They understood that Eliza needed some more time to pass on as a duchess.

After giving few more lessons, Eliza was brought to an ambassador's garden party. She raptured everyone with her beauty, poise, self-confidence, correct pronunciation and choice of words. Higgins was quite happy with the success of his experiment. Higgins and Pickering exchanged their excitement over their success in Higgins' experiment.

Discuss the two conflicts discussed in the play 'Pygmalion'.

In 'Pygmalion', Professor Higgins conducts experiment of making Eliza speak well. This experiment finally makes her strand between two

worlds. Alfred Doolittle, the father of Eliza was a dust man. But he was completely different. He was dressed as a fashionably rich man. He narrated how he had undergone this transformation. He wrote to one American Millionaire, informing him that, "he was the most original moralist at present in England." This remark ruined his happiness. He left a large legacy to him. He had become a man with middleclass status, following the code of middle class morality.

Alfred Doolittle complained that all his happiness had been ruined. When he was poor, doctor sent him sway from the hospital, telling him that he is healthy, even when he could not stand. But now they told him that he was not a healthy man, telling he could not live without them looking him after twice a day. When he was poor, he had two or three relatives. They too would not speak to him. Now he had fifty relatives. He had to follow middle class morality of living for others, not for himself. Eliza could not sell flowers, as he became respectable. He was forced to learn middle class language.

Alfred Doolittle accepted the legacy with an idea to save himself in the oldage. He would not be able to work in the work-house. This middle-class code of morality demanded him to marry a mistress so that he could be respectable. He was sure that they would not be happy. He invited everyone to accompany him to the Church, as he himself with Eliza had been called in.

In the 'Epilogue', Shaw shows conflict in the mind of Eliza. Eliza's strange behaviour after the experiment reflects on her conflict. She finally chose the right decision of marrying Freddy. She married him with the help of Colonel Pickering, who set up a flower-shop of her own. She finally settled in her life. Without his help, she might not have got better and comfortable life. To her convenience, her father also became rich. Otherwise, she would aloof herself from her poor background and she would not be allowed to mingle with rich people.

6.8 PARAGRAPHS

1. How was Alfred Doolittle transformed into a rich man?

Alfred Doolittle, the father of Eliza was a dust man. But he was completely different. He was dressed as a fashionably rich man. He narrated how he had undergone this transformation. He wrote to one American Millionaire, informing him that, "he was the most original moralist at present in England." This remark ruined his happiness. He left a large legacy to him. He had become a man with middleclass status, following the code of middle class morality.

2. Why was Doolittle complaining of being rich?

Alfred Doolittle complained that all his happiness had been ruined. When he was poor, doctor sent him sway from the hospital, telling him that he is healthy, even when he could not stand. But now they told him that he was not a healthy man, telling he could not live without them looking him after twice a day. When he was poor, he had two or three relatives. They too would not speak to him. Now he had fifty relatives. He had to follow middle class morality of living for others, not for himself. Eliza could not sell flowers, as he became respectable. He was forced to learn middle class language.

Alfred Doolittle accepted the legacy with an idea to save himself in the oldage. He would not be able to work in the work-house. This middle-class code of morality demanded him to marry a mistress so that he could be respectable. He was sure that they would not be happy.

3. Why did Eliza express her anger at the end of the play?

Higgins and Pickering exchanged their excitement over their success in Higgins' experiment. They ignored Eliza, of her tiredness and ordeal. Eliza felt annoyed and bitter as she was ignored by Higgins and Pickering. Their unfair treatment upset Eliza. After Pickering going to his bedroom, Professor Higgins asked Eliza for his slippers, Eliza threw his slippers on his face to express her indignation. Higgins was shocked at her behaviour. She called him "a selfish brute." She did not know what she could do after his experiment came to an end.

6.9 ANSWERS TO CHECK YOUR PROGRESS QUESTIONS

1. Phonetics

2. India

3. Drury Lane

4. Professor Higgins

5. Eliza

6. Mrs.Pearce

7. slippers

8. Alfred Doolittle

9. Mrs.Higgins

6.10 Answer in Two sentences each

1. Who came forward to spend money for the transformation of Eliza?

2. What is the help rendered by Pickering at the end of the play?

3. Why was Professor Higgins upset over Eliza's choice of marrying Freddy?

6.11 ANSWER IN PARAGRAPH EACH

1. How was Alfred Doolittle transformed into a rich man?

2. Why was Doolittle complaining of being rich?

3. Why did Eliza express her anger at the end of the play?

6.10 Answer in an essay each

1. Discuss the two conflicts discussed in the play 'Pygmalion'.

2. Describe Professor Higgins' efforts to transform the flower girl into an aristocratic lady.

6.12 FOR FURTHER READING

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UNIT -7 SWAMI AND FRIENDS R.K.Narayan

Structure

7.1 INTRODUCTION

Swami and Friends is a critique of educational system in India under the British rule. It shows how the individual is suppressed and repressed by the educational institutions. It gives an account of the school boys Swaminathan and his friends. It is narrated in the form of autobiography. Swami is the protagonist of the novel. Through this novel, Narayan picturises the orthodox society of Malgudi. It stresses the colonial impact in India. Cricket match, protagonist's protest show the aspect of colonization in India.

7.2 UNIT OBJECTIVES

- To make the learners explore the problem of growing indiscipline in school campus
- To make them understand Narayan's stress on the need of psychological approaches in the education system

Notes

- inhumane method, indifferent attitude of teachers towards students.

7.3 AUTHOR INTRODUCTION

R.K.Narayan was born on 10.10.1906 in Madras Presidency of British India. He was an avid reader. His family considered all government as wicked. He is a prolific Indian writer. His writings blended with social aspects and real life in the fictional world. He enlightened the people, highlighting the Indian tradition, culture and values, particularly of South India.

7.4 SUMMARY

Swaminathan is a young boy, living in the town called Malgudi in South India. On Monday Morning, he gets up and does his homework. Then he rushes to his school called Albert Mission School. He was bored in most of his classes. He gets only bad grade for his Maths homework.

In the Scripture period, the Scripture Master Mr.Ebenezar degrades both Hinduism and Islam as lifeless and helpless. He advocates Christianity, telling Jesus is the real God. He compares Jesus with Lord Krishna who steals butter. As Swaminathan felt intolerable, questioned this fanatic as “Why was he crucified”, “If he was a God, why did he eat flesh and fish and drink wine?” As a Brahmin boy, he could not understand how God could be non-vegetarian.

Swami informed this to his father who wrote a letter to the Head-master, complaining of the school’s attitude towards non-christian boys. Swami conveys this to his closest friends Somu, Mani, Sankar, Samuel Alias The Pea (Nick Name). Later the school headmaster scolds Ebenezar and warns Swami not to tell incidents to his father but to him with any problems.

Swami and Mani, a powerful but lazy friend discuss a classmate named Rajam. Mani wishes to throw him (Rajam) into the river. As Rajam is fearless, intelligent, and wealthy, Mani thinks Rajam his rival. Swami tells Mani that he supports Mani more than anyone else. To find who is more powerful, they get ready for a fight. But Rajam suggests to become friends. Swami and Mani become friends with Rajam.

Check Your Progress Questions

1. Mani thinks ____ as his rival.
2. Swami’s friends call Swami as _____.
3. What is the name of the School that Swami and his friends are studying?

Swami feels comfortable and safe with his grandmother. When he describes Rajam's nature, she too tells him of her husband's similar nature. Swami does not listen to her stories. Even when she insists him to stay some more time with her, he ignores her plea and goes to visit Rajam's luxurious house with Mani.

Swami's friends become friendly with Rajam. But they call Swaminathan as "Rajam's tail" as he moves good with him (Rajam) only. Swami is shocked at his friends' rejection of him. He feels miserably for the change that come too quickly in his life. His school does not seem pleasant to him, because of his friends ignoring him.

Rajam visited Swami's house also. Preparations are made by Swami's father, mother, grandmother, and Cook. Rajam delights Granny with his stories. The next day, when his friends bullied him at school, Swami slaps the Pea and Sankar. Swami explains Mani that the other three friends call him 'Rajam's tail'. Mani defends Rajam, fights with Somu. Finally the Head Master comes out to stop their fight.

Now with Mani, Swami began to go to Rajam's house. When they playfully enter his house, they are shocked to find Somu, Sankar and the Pea there. Rajam teaches them the value of friendship. He wishes to give them gifts, on condition that they should remain friends.

Swaminathan's mother is going to deliver a baby. So she is in bed for two days. He misses his mother very much. He feels uncomfortable without her attention. He keeps staring at her blankly. He is not eating and sleeping well. Her appearance depresses him. He is not enthusiastic even when he heard the mother's pregnancy news. It is beyond his comprehension, when the preparations are made for the new person.

When the baby was born, Swaminathan tells the Pea that the baby is "hardly anything". The Pea assures him the baby will grow up quickly. As the exams are approaching, Swami and his friends were under the stress of studying. He wishes to buy things needed for the exam from Ameer Mart. But his father refuses to give him money, telling rupees, annas and pies do not drop from the sky.

Swaminathan's examination list consists of 20 sheets of unruled white paper, 10 sheets of ruled white paper, 1 bottle of black ink, 12 clips, 12 pins. But his father suggests him to use his materials.

Swaminathan came earlier from the exam hall in his final day of exam. This worry turns into happiness when all the other students join him to celebrate the last date of the school. They tear papers and destroy ink bottles. This chaos comes to an end when the School administrator arrived.

During the vacation, Swaminathan feels that the has close friendship with Mani, Rajam than with Somu, Sankar and the Pea. His one

Notes

consuming passion in life was to get a hoop. He wishes to make people in Malgudi understand that he is coming, even a mile away.

To get one hoop, Swaminathan gives money to Coachman who claimed to turn copper coins into silver. He cheats Swami for his coin. Swami too realizes his trick. To avenge, Rajam makes one plan in which Mani will kidnap the Coachman's son. But the plan fails. His neighbours attack and chase Mani and Swami away. They feel frustrated. They harass the young boy called Kauppan and cheat him as government agents. After frightening him, they send him away.

Check Your Progress Questions

4. Swami gives money to Coachman who claimed to turn ____into ____.

5. Who gives gifts to remain friends?

During the vacation also, Swaminathan's father decides to make him study. His father asks him to accompany him to the club. He watches his father playing tennis with a sense of importance. When he notices the Coachman's son working at the club, he fears that the boy will attack him. When he leaves from that places, he feels relaxed.

In the month of August, Swami and friends participate in the protest for Indian Independence. On listening to the speech of freedom fighters, Swami and Mani swear to support India against England. They decide avoid English goods. Swami burnt his cap, as somebody in the crowd said, it was made in foreign.

With fear of punishment, for not having cap, Swaminathan went to school. But the entrance of the school was blocked by the protestors. They announced that school remained closed, due to the imprisonment of some political leader called Gauri Sankar.

Swaminathan joining with protestors threw stones at Headmaster's room. It was he who shouted "We will spit on the police." Wen all the school children started running, with ferocity, he pulled out one boy's cap and threw it down. He gave a blow on his head. He moved with crowd in a procession along Market Road. When the Deputy Superintendent of Police announced to disperse in five minutes. When no one obeyed his words, the policemen rushed into the crowd and pushed and beat everybody.

The policemen with upraised lathis came towards him. Swaminathan shrieked "Don't kill me. I know nothing." The Policeman said, "Doing Nothing! Mischievous Monkey!" and delivered him a light tap on the head with the lathi, and ordered him to run before he was kicked.

At home, Swaminathan's father asked him what went on in school. He told his father about the cap which was torn by some bully in the crowd, as it is foreign-made. His father rebuked him saying, it was bought in the Khaddar stores.

Swaminathan was injured a lot because of his participation in the protest. His elbows and knees are painful. When he was collecting stones, he stumbled on a heap of stones, his knees were badly injured. When policemen charged, he ran and fell flat before a shop. Some monster ran over him. He felt that there was a pang about his hips. He felt as if a load had been hung from his thighs. He felt a heavy monstrous pain in the head. He realized that the policemen's lathi was not gentle, it was a merciless attack. He had been called a monkey.

The Head Master proclaimed the punishment for his students' behaviour the previous day. He read out the dozen names and asked them to stand on their benches. Swaminathan felt humiliated while undergoing the punishment. Then they were lectured. Then they were asked to offer explanations for their absence one by one. The punishment was pronounced finally: ten days' attendance cancelled, two rupees fine and the whole day to be spent on the desk, if the explanation was not satisfactory. Swaminathan did not reply, in his turn. The peon was brought to confirm that it was Swaminathan who broke the panes of Head master's room. The Headmaster whacked him several times. Then he announced his dismissal.

Check Your Progress Questions

6. The policeman called Swaminathan ____.
7. Rajam's cricket group is named as _____.
8. Swami earned the nickname ____ for being a good bowler.

Six weeks later, Rajam came to Swaminathan's house and told him that he forgave all his sins – starting with his political activities, to his new acquisition. Swami was admitted in the Board school. Swami agreed to join in their cricket team. They call themselves 'Malgudi Cricket Club.'

Swami quickly showed everyone as a good bowler. He earned a nickname of Tate who was a famous bowler. After drill practice at his Board School, he came too late for cricket practice. Rajam went to Board School Headmaster to convince him to allow Swami to leave School early, sothat he could practice cricket. The Headmaster ignored their request. To skip drill practice, Swami approached Dr.Kesavan to get a medical certificate.

Notes

Dr.Kesavan pronounced Swami as healthy. The Headmaster understood from Dr.Kesavan that Swami wanted the doctor to inform the Headmaster as Swami would die if he attended drill. He prepared to cane Swami, but Swami grabbed and threw it out of the window. He ran away from school.

Out of fear of being rebuked by his father, Swaminathan ran away. As a reminiscent of his old school, he went to see his Mission school. There he met Rajam, who convinced him to run away briefly and return to participate in the match.

Swami's father searched him throughout the night. Mother and grandmother became sick with worry. He searched in the banks of Sarayu river and walked along the rail lines.

Swami felt sorry for leaving the home for a trivial problem. He decided to go home. But he was lost in the forest. He fell unconscious. He imagined winning cricket match. One cartman named Ranga took Swaminathan to the District Forest Officer called Mr.Nair. With the assistance from Rajam's father, Swami's father brough him back to home. Swami realised that he missed the match. This infuriated Rajam.

Swaminathan did not meet Rajam for ten days, fearing his reaction. He got the news of transfer of Rajam's father and so the family was about to move away from Malgudi. Swami decided to give Rajam a going-away present. He searched his possessions and found 'Book of Fairy Tales'.

Swami went to the station but frightened to talk to Rajam. Through Mani, the book is handed over to Rajam, who is in the moving train. Rajam seemed to say something. But the whistle of the engine, and its tremendous hissing, his words became inaudible. Rajam waved his hand for farewell. To console him, Mani assured Swami that Rajam would write to Swami, as he has given Swami's address. Swami was not sure whether Mani was consoling or telling the truth.

7.5 ESSAYS:

Theme of 'Swami and Friends'

In *Swami and Friends*, R.K.Narayan discusses the theme of disobedience, control, power, and independence. It is a critique of educational system in India under the British rule. It shows how the individual is suppressed and repressed by the educational institutions. In the Scripture period, the Scripture Master Mr.Ebenezar degrades both Hinduism and Islam as lifeless and helpless. He advocates Christianity. Swaminathan felt intolerable, questioned this fanatic as "Why was he crucified", "If he was a God, why did he eat flesh and fish and drink wine?"

Swami informed this to his father who wrote a letter to the Head-master, complaining of the school's attitude towards non-christian boys. Later the school headmaster scolds Ebenezar. When Mani that the other three friends call him 'Rajam's tail'. Mani defends Rajam, fights with Somu. Finally the Head Master comes out to stop their fight.

To get one hoop, Swaminathan gives money to Coachman who claimed to turn copper coins into silver. He cheats Swami for his coin. Swami too realizes his trick. To avenge, Rajam makes one plan in which Mani will kidnap the Coachman's son. But the plan fails. His neighbours attack and chase Mani and Swami away.

One day, the entrance of Swaminathan's school was blocked by the protestors. They announced that school remained closed, due to the imprisonment of some political leader called Gauri Sankar. Swaminathan joining with protestors threw stones at Headmaster's room. Swaminathan was injured a lot because of his participation in the protest. His elbows and knees are painful. The punishment given for protesting also, he undergoes. The Headmaster whacked him several times. Then he announced his dismissal.

Swami leaving the home for a trivial problem, missing the match, and fearing to face Rajam's reaction shows being controlled by authoritative power.

Friendship in 'Swami and Friends'

Swami conveys the Scripture period incident and his father writing letter to the Head Master to his closest friends Somu, Mani, Sankar, Samuel Alias The Pea (Nick Name). Swami wishes to accompany only the strong boy like Mani. Initially, Mani and Swaminathan do not like Rajam. Mani wishes to throw him (Rajam) into the river.

Rajam, being the son of the Superintendent is fearless, intelligent, and wealthy. Mani thinks Rajam his rival. Swami expresses his support to Mani than anyone else. They want to know who is more powerful, so they indulge in a fight. But Rajam suggests to become friends. Swami and Mani become friends with Rajam. Rajam's maturity is well evident from this situation.

Swami's friends become friendly with Rajam. But they call Swaminathan as "Rajam's tail" as he moves good with him (Rajam) only. Swami is shocked at his friends' rejection of him. He wished to go to school because of his friends' presence there. But his school does not seem pleasant to him, because of his friends ignoring him.

During Rajam's visit Swami's house, his friendship becomes in contact with his family. The next day, when his friends bullied him at school, Swami slaps the Pea and Sankar. Swami explains Mani that the

other three friends call him 'Rajam's tail'. Mani defends Rajam, fights with Somu. Finally the Head Master comes out to stop their fight.

Again Rajam behaves maturedly, by uniting all the friends at his home. Rajam teaches them the value of friendship. He wishes to give them gifts, on condition that they should remain friends. During the vacation, Swaminathan feels that the has close friendship with Mani, Rajam than with Somu, Sankar and the Pea.

In two incidents, Rajam behaves foolishly, without any maturity: one at avenging Coachman's son and another at being the reason for Swami running away from school. Swaminathan gives money to Coachman who claimed to turn copper coins into silver. He cheats Swami for his coin. Swami too realizes his trick. To avenge, Rajam makes one plan in which Mani will kidnap the Coachman's son. But the plan fails.

Rajam stops talking with Swaminathan six weeks for Swami participating in independence struggle and ten days neglect of Swaminathan for absenting himself in the cricket match, even though he knows Swami gets lost in the woods. Rajam asking permission from the Board School Headmaster to send Swami for cricket practice, as Swami is in Malgudi Cricket Team. Because of his insistence only, Swami wanted to skip drill practice.

Swaminathan got the news of transfer of Rajam's father and so the family was about to move away from Malgudi. Swami decided to give Rajam a going-away present. He searched his possessions and found 'Book of Fairy Tales'. Rajam seemed to say something from the moving train. But the whistle of the engine, and its tremendous hissing, his words became inaudible. Rajam waved his hand for farewell.

Swaminathan's Participation in the Protest

In the month of August, Swami and friends participate in the protest for Indian Independence. On listening to the speech of freedom fighters, Swami and Mani swear to support India against England. They decide to avoid English goods. Swami burnt his cap, as somebody in the crowd said, it was made in foreign.

With fear of punishment, for not having cap, Swaminathan went to school. But the entrance of the school was blocked by the protestors. They announced that school remained closed, due to the imprisonment of some political leader called Gauri Sankar.

Swaminathan joining with protestors threw stones at Headmaster's room. It was he who shouted "We will spit on the police." When all the school children started running, with ferocity, he pulled out one boy's cap and threw it down. He gave a blow on his head. He moved with crowd in a procession along Market Road.

When the Deputy Superintendent of Police announced to disperse in five minutes. When no one obeyed his words, the policemen rushed into the crowd and pushed and beat everybody. The policemen with upraised lathis came towards him. Swaminathan shriekhed "Don't kill me. I know nothing." The Policeman said, "Doing Nothing! Mischievous Monkey!" and delivered him a light tap on the head with the lathi, and ordered him to run before he was kicked.

The after-effects of Participation in Struggle in India

At home, Swaminathan's father asked him what went on in school. He told his father about the cap which was torn by some bully in the crowd, as it is foreign-made. His father rebuked him saying, it was bought in the Khaddar stores.

Swaminathan was injured a lot because of his participation in the protest. His elbows and knees are painful. When he was collecting stones, he stumbled on a heap of stones, his knees were badly injured. When policemen charged, he ran and fell flat before a shop. Some monster ran over him. He felt that there was a pang about his hips. He felt as if a load had been hung from his thighs. He felt a heavy monstrous pain in the head. He realized that the policemen's lathi was not gentle, it was a merciless attack. He had been called a monkey.

The Head Master proclaimed the punishment for his students' behaviour the previous day. He read out the dozen names and asked them to stand on their benches. Swaminathan felt humiliated while undergoing the punishment. Then they were lectured. Then they were asked to offer explanations for their absence one by one. The punishment was pronounced finally: ten days' attendance cancelled, two rupees fine and the whole day to be spent on the desk, if the explanation was not satisfactory. Swaminathan did not reply, in his turn. The peon was brought to confirm that it was Swaminathan who broke the panes of Head master's room. The Headmaster whacked him several times. Then he announced his dismissal.

7.6 PARAGRAPH QUESTIONS WITH ANSWERS

1. Swaminathan's injury

Swaminathan was injured a lot because of his participation in the protest. His elbows and knees are painful. When he was collecting stones, he stumbled on a heap of stones, his knees were badly injured. When policemen charged, he ran and fell flat before a shop. Some monster ran over him. He felt that there was a pang about his hips. He felt as if a load had been hung from his thighs. He felt a heavy monstrous pain in the head. He realized that the policemen's lathi was not gentle, it was a merciless attack. He had been called a monkey.

2. What made Swaminathan run away from his Board School?

Six weeks after Swaminathan's dismissal from Mission School, Rajam came to Swaminathan's house and told him that he forgave all his sins – starting with his political activities, to his new acquisition. Swami was admitted in the Board school. Swami agreed to join in their cricket team. They call themselves 'Malgudi Cricket Club.'

Swami quickly showed everyone as a good bowler. After drill practice at his Board School, he came too late for cricket practice. To skip drill practice, Swami approached Dr.Kesavan to get a medical certificate. Dr.Kesavan pronounced Swami as healthy. The Headmaster understood from Dr.Kesavan that Swami wanted the doctor to inform the Headmaster as Swami would die if he attended drill. He prepared to cane Swami, but Swami grabbed and threw it out of the window. He ran away from school. Out of fear of being rebuked by his father, Swaminathan ran away.

3. Sketch the character of Rajam

Rajam, is the son of the Superintendent. He is fearless, intelligent, and wealthy. Mani thinks Rajam his rival. But Rajam becomes friends with them. But Swami becomes too friendly with Rajam. So his friends call him as "Rajam's tail". Rajam solved this problem also by inviting all these friends to his house. Rajam teaches them the value of friendship. He wishes to give them gifts, on condition that they should remain friends.

In two incidents, Rajam behaves foolishly, without any maturity: one at avenging Coachman's son and another at being the reason for Swami running away from school. Rajam stops talking with Swaminathan six weeks for Swami participating in independence struggle and ten days neglect of Swaminathan for absenting himself in the cricket match, even though he knows Swami gets lost in the woods. Rajam asking permission from the Board School Headmaster to send Swami for cricket practice, as Swami is in Malgudi Cricket Team. Because of his insistence only, Swami wanted to skip drill practice. Rajam plays major role in this novel. Swami's world goes around Rajam only.

4. Describe Swami missing episode

To skip drill practice and participate in cricket match, Swami approached Dr.Kesavan to get a medical certificate. The Headmaster understood from Dr.Kesavan about Swami's trick to skip drill practice. He prepared to cane Swami, but Swami grabbed and threw it out of the window. He ran away from school.

Out of fear of being rebuked by his father, Swaminathan ran away. Swami's father searched him throughout the night. Mother and grandmother became sick with worry. He searched in the banks of Sarayu river and walked along the rail lines.

Swami felt sorry for leaving the home for a trivial problem. He decided to go home. But he was lost in the forest. He fell unconscious. He imagined winning cricket match. One cartman named Ranga took Swaminathan to the District Forest Officer called Mr.Nair. With the assistance from Rajam's father, Swami's father brough him back to home. Swami realised that he missed the match. This infuriated Rajam.

7.7 ANSWERS TO CHECK YOUR PROGRESS QUESTIONS

1. Rajam

2. Rajam's tail

3. Albert Mission School

4. copper coins – silver coins

5. Rajam

6. mischievous monkey

7. Malgudi Cricket team

8. Tate

7.8 ANSWER IN TWO SENTENCES EACH

1. Why did not Swami meet Rajam for ten days?

2. Who assured Swami that Rajam would write to Swami?

3. Describe the nature of Swami's father.

4, Explore Swami's love for his grandmother.

5. Why did Swami run away from his school?

7.9 ANSWER IN PARAGRAPH EACH

1. Why Rajam was angry with Swami at the end of the novel?

2. What does the author want to convey through Rajam's unheard reply?

3. Describe Swami's participation in the protest.

4. How was the protesters treated in Swami's school?

5. Describe Swami missing episode.

7.10 ANSWER IN AN ESSAY EACH

1. What is the theme of 'Swami and Friends'?

2. Bring out the friendship as described in 'Swami and Friends'.

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UNIT -8 THE MERCHANT OF VENICE -Shakespeare

STRUCTURE:

8.1 INTRODUCTION

The Merchant of Venice is a love story, leading to the happy marriage. The central story of this play is Bassanio wooing Portia. There is love between Portia and Bassanio, Antonio and Bassanio, Nerissa and Gratiano. The theme of play is love and friendship. There is danger and suspense in both Casket scene and Trial scene. Finally the problems of this play are solved. The play ends in happiness. This play is full of thrills. It is completely far off from ordinary day to day life.

8.2 UNIT OBJECTIVES

- To make the students understand the power of wisdom, having mercy
- To realize friendship saves people at times of necessity
- Life is full of ups and downs. Finally happiness will come as a reward

8.3 AUTHOR INTRODUCTION

William Shakespeare was an English Playwright, and poet. He is widely regarded as an eminent playwright in the English language. He has written totally 37 plays. His plays can be divided according to the genre in which it was written such as comedies, tragedies, roman plays, history plays, romances and so on. It can be divided according to the period in which it was written. His plays are considered to be the finest works in the English language.

8.4 SUMMARY

The city of Venice is known for its richness. The city's richness is due to the trade with other countries. The city has many merchants. Antonio was one such merchant. He was very honest and kind. His friend Bassanio is a noble man by birth. He liked to live in a grand manner. So he needed money always. Antonio helped him by lending him whenever he needed.

Bassanio loved Portia, who was known for her beauty, wisdom, and wealth. To impress her, he wanted to visit her at Belmont, with many servants. He asked Antonio to lend him three thousand ducats. As Antonio did not have money at that moment, he decided to borrow the money from the money-lender Shylock.

Antonio's rich cargoes were yet to arrive. For Bassanio, Antonio offered his ships as a security for the loan from his enemy Shylock. Shylock was unkind, Jew, who lent money for interest, whereas Antonio was kind, Christian, lent money without interest. Shylock showed no mercy towards debtors when they did not pay, send them to the prison. But Antonio showed mercy and kindness. Once Antonio had insulted Shylock by calling him 'dog' and spitting on him.

Shylock decided to use this opportunity to avenge Antonio. He hesitated to give money with security on his Ships, which may be wrecked in storm or by pirates. Shylock lent money without interest, on condition that it should be returned in three months' time. Otherwise he should give his pound of flesh.

Check Your Progress Questions

1. What is the name of the city?
2. Name the lawyer that Portia has consulted.
3. Shylock demanded _____.
4. Bassanio was ready to offer____.

Antonio signed the contract, without guessing Shylock's cunningness. Bassanio warned Antonio and tried to stop him, as there might be evil purpose. But Antonio signed and got the money.

Bassanio succeeds in his courting of Portia. Bassanio's companion also gets engaged to Portia's maid Nerissa. Antonio's ships were lost in the sea. So he was unable to repay the Jew on the due date. After their marriage, Portia comes to know of this, she sends Bassanio to save Antonio with plenty of her money. After marrying Nerissa, Gratiano too accompanies Bassanio to Venice.

Portia does not stop with that. She consulted her cousin Bellario, a lawyer. She appeared in the disguise of a male lawyer in the court of Duke Venice to defend Antonio. Nerissa too accompanies her as a male clerk.

Having enquired Shylock, Portia understood that Shylock wanted to have Antonio's pound of flesh cut off. He wanted law to be exercised. When he was about to cut his chest, Portia asked him to cut a pound of flesh without shedding his single drop of blood. He withdrew from this and asked for the repayment of money.

Bassanio was ready to offer twice the money, but Portia said, there was no question of repayment of money. As Shylock has plotted to destroy the life of a Christian, the Jew Shylock was confiscated all his wealth, giving his life at the mercy of the Duke.

Shylock agreed to give half of his property to the State and half to Antonio, who retuned his property on condition that his money should be inherited by his daughter Jessica, on his death.

As a token of gratitude, Portia asked for Bassanio's wedding ring which he had promised Portia that he would never part with this ring. Nerissa too asked for the same from Gratianio.

Portia and Nerissa returned to Belmont and waited for the other characters arrive. Both the ladies asked about the ring, on their arrival. Bassanio explained that the lawyer insisted on having the ring. But Portia was not satisfied.

Check Your Progress Questions

5. How many caskets were placed?
6. Which picture was there in the gold casket?
7. Whose picture was there in the silver casket?
8. Portia's was there in the ____ casket.

When Antonio felt sorry for this, Portia handed over the ring telling that Bassanio should not part with the second ring. Portia explained how she appeared in the disguise of a lawyer. The play ended with happiness. To add more happiness, Antonio received the news that his ships have returned safely.

8.5 PARAGRAPH QUESTIONS WITH ANSWERS

1. Write a note on the city of Venice as shown in 'The Merchant of Venice'.

The city of Venice is known for its richness. The city's richness is due to the trade with other countries. The city has many merchants. Antonio was one such young Christian merchant of Venice. He lends money to is friends with no interest at all. But his money is locked up in the various ships.

2. Describe Casket Episode in 'The Merchant of Venice'.

Portia's father had died. But he planned to find the right husband for his daughter. He had given her three caskets. The first was made of gold, the second of silver, and the third of lead. The portrait of Portia was in one of his caskets. The suitors agreed for the deal, if they chose the correct basket, they would marry Portia. Morocco chose gold casket but found only the picture of a skull with the message 'All that glitters is not gold' The second suitor was a prince from Spain. He chose silver casket and found the picture of a blinking idiot. Bassanio chose lead casket and found the portrait of Portia inside it. So he was permitted to marry Portia.

3. Describe the role of Ring in 'The Merchant of Venice'.

As a token of gratitude for winning in the case, Portia asked for Bassanio's wedding ring which he had promised Portia that he would never part with this ring. Nerissa too asked for the same from Gratianio. Portia and Nerissa returned to Belmont and waited for the other characters arrive. Both the ladies asked about the ring, on their arrival. Bassanio explained that the lawyer insisted on having the ring. But Portia was not satisfied. When Antonio felt sorry for this, Portia handed over the ring telling that Bassanio should not part with the second ring. Portia explained how she appeared in the disguise of a lawyer.

4. How does Antonio borrow money from Shylock?

Antonio's rich cargoes were yet to arrive. For Bassanio, Antonio offered his ships as a security for the loan from his enemy Shylock. Shylock decided to use this opportunity to avenge Antonio. He hesitated to give money with security on his Ships, which may be wrecked in storm or by pirates. Shylock lent money without interest, on condition that it should be returned in three months' time. Otherwise he should give his pound of flesh. Bassanio warned Antonio and tried to stop him, as there might be evil purpose. But Antonio signed and got the money.

5. Write a note on 'The Prince of Morocco'.

The first suitor who came with the desire to marry Portia was the Prince from Morocco. He said to himself, “silver and lead are poor metals”. He felt that the noble Portia’s picture would not be inside the poor metals. So he chose gold casket. He opened it but found only the picture of skull inside it. It carried a message also, “All that glitters is not gold”. So he left Belmont at once. He was a sadder and a wiser man.

6. Write a note on ‘The Prince of Arragon’.

The second suitor who came with the desire to marry Portia was the Prince from Spain. He liked the words written on the silver casket. It says: “He who chooses me will get what he deserves.” He had high opinion of himself. So he thought he deserved the best. He opened the silver casket but found inside the picture of a blinking idiot. He too left Belmont at once. He was disappointed and offended.

7. Write a note on Antonio’s friendship.

Antonio helped his friend Bassanio by lending him whenever he needed. To court Portia, Bassanio asked Antonio to lend him three thousand ducats. As Antonio did not have money at that moment, he decided to borrow the money from the money-lender Shylock. Even when Bassanio warned Antonio, Antonio signed the strange contract of giving his one pound of flesh, if the money is not repaid. Antonio’s ships were lost in the sea. So he was unable to repay the Jew on the due date. Antonio felt sorry for the loss of Bassanio’s ring, as he was the cause. As he was ready to sacrifice his life for friendship, Antonio was fairly rewarded. He received the news that his ships have returned safely.

8. Write a note on the two rich merchants of Venice.

Antonio was very honest and kind. Shylock was unkind, Jew, who lent money for interest, whereas Antonio was kind, Christian, lent money without interest. Shylock showed no mercy towards debtors when they did not pay, send them to the prison. But Antonio showed mercy and kindness. Once Antonio had insulted Shylock by calling him ‘dog’ and spitting on him. Shylock decided to use this opportunity to avenge Antonio.

8.6 ANSWERS TO CHECK YOUR PROGRESS QUESTIONS

1. Venice

2. Bellario

3. Pound of flesh

4. twice the money

5. three

6. skull

7. blinking idiot

8. lead casket

8.7 ANSWER IN TWO SENTENCES EACH

1. Compare and contrast Antonio and Shylock.
2. Write a note on Antonio's friendship with Bassanio.
3. Assess the role of Portia.
4. Describe the roles of Gratiano and Nerissa.

8.8 ANSWER IN PARAGRAPH EACH

1. Bring out the importance of trial scene in 'The Merchant of Venice'.

2. Narrate the incidents leading to Shylock demanding a pound of flesh from Antonio.

3. Describe the casket scene.

4. Describe the role of ring in 'The Merchant of Venice'.

8.9 ANSWER IN AN ESSAY EACH

1. Write an essay on the appropriateness of the title of the play 'The Merchant of Venice'.

2. Discuss 'The Merchant of Venice' as a Romantic Comedy.

3. 'Antonio is the real merchant of Venice'. Elucidate.

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Notes

UNIT -9 ROMEO AND JULIET - Shakespeare

STRUCTURE

9.1 INTRODUCTION

Romeo is a great tragic figure. He is affected by bad luck. He is forced to make wrong choice. As a tragic lover, he meets his doom. His fate is against him. Juliet lives for love, and dies for love. Her passion possesses her soul. She is known for her simplicity, innocence, and infidelity.

9.2 UNIT OBJECTIVES

- To make the students understand the fault of Mercutio leading to the death of the lovers
- The innocence and youthfulness of the lovers are crushed due to the hostility of the families.
- The role of fate in bringing the doom of the lovers.

9.3 AUTHOR INTRODUCTION

William Shakespeare was an English Playwright, and poet. He is widely regarded as an eminent playwright in the English language. He has written totally 37 plays. His plays can be divided according to the genre in which it was written such as comedies, tragedies, roman plays, history plays, romances and so on. It can be divided according to the period in which it was written. His plays are considered to be the finest works in the English language.

9.4 SUMMARY

1. Write a note on the noble families in Verona

There were two noble families in the city of Verona. The Montagues and the Capulets were those families with great enmity between them. They exchanged angry words whenever they met. The city was not peaceful because of their frequent quarrels.

2. What made Romeo visit Lord Capulet's banquet?

One day Old Lord Capulet gave a great banquet to all the noblest lords and most beautiful ladies of the city, except the Montagues. The lady Rosaline was also invited. Romeo, the young son of Lord Montague was madly in love with Rosaline. He wished to be near her. But she did not reciprocate his love. Romeo went to the banquet uninvited to meet Rosaline.

3. How did Romeo enter Lord Capulet's banquet uninvited, without others' knowledge?

Romeo with his friends Benvolio and Mercutio went to the banquet with masks. Benvolio wished his friend to meet some other beautiful ladies so that his love sickness will be cured. Rosaline was very beautiful. Tybalt, the nephew of the old Lord Capulet recognised Romeo and was ready to kill him. But his uncle stopped him. But Tybalt swore to revenge this 'evil Montague'.

4. Describe Romeo's love for Juliet.

Romeo who went to meet Rosaline, got attracted him with her loveliness. She was beautiful like a rich jewel. The lamps were dull beside her bright beauty. Romeo took Juliet's hand, calling it "a holy place". He told that he was a humble pilgrim and wished to kiss that holy place. She replied that lips should be used by the pilgrim, for prayer only.

5. How did Romeo come to know about Juliet?

When Juliet's mother old Lady Capulet called her, he understood that it was Juliet, daughter of old Lord Capulet, the great enemy of the Montagues.

6. Describe Romeo's meeting with Juliet in the balcony.

Juliet also learnt that his father's enemy Romeo won her heart. At night, Romeo returned to meet Juliet again. He climbed over the wall of the Capulet's garden. He hid behind the tree. Juliet opened her window. She looked beautiful like the splendid sun rising in the east. When Juliet rested her chin on her own hand, Romeo wished he were a glove on that hand, so that he could touch her lovely face. Without knowing Romeo's presence there, she spoke aloud, "Romeo, give up your name, I will also give up my name for the love of you." Romeo responded immediately.

Juliet cried out of fear, telling her family members might kill him. But he told her that her lovely eyes are dangerous than twenty of their swords. He said that he did not wish to live without her love. She asked how he could come to her place, and who showed the way. Romeo replied that love led him to Juliet.

Both expressed their love for each other. Juliet's nurse called her in. She went in and came out again with the request to marry her, if he truly loved her. She did not want to be parted. Both of them did not want to move away from that place. At daybreak only, Romeo left Juliet.

Romeo and Juliet depicts the enmity and reunion of the two noble families – the Montagues and Copulets, in the city of Verona. Romeo met Juliet in the great banquet given by Lord Copulet to the noblest lords and ladies of the city, except Montague family. But Romeo came for the feast to meet his ladylove Rosaline, but his love was not reciprocated.

With the help of Friar Lawrence, Romeo marries Juliet in the Friar's secret cell. In the brawl between Mercutio, and Tybalt, Tybalt kills Mercutio and Romeo kills Tybalt, for which Romeo was banished. During his imprisonment, Juliet was compelled to marry one count Paris.

It was Friar who offered Juliet one narcotic drug with which she could sleep like a dead person for forty-two hours. The Friar planned to get back Romeo to rescue her from the burial ground. The messenger sent by Friar did not reach Romeo, but his death news reached him. He consumed poison beside her, thinking that Juliet was dead. Juliet got up and found him dead. She too stabbed herself to death.

The family of Copulet understood that because of their hostility and enmity only, their children were dead. They gave up their hatred and raised statues of lovers in pure gold as a token of their reformation.

9.5 Check your Progress Questions

1. *Romeo and Juliet* is a _______

a) tragedy b) comedy c) tragi-comedy

2. ____ is the place of action of the play.

   a) France b) Verona c) Venice

3. Romeo talks to ____ when he first appears in the play.

   a) Prince Escalus b) Juliet c) Benvolio

4. Mercutio is killed by ______.

   a) Tybalt b) Romeo c) Benvolio

5. Tybalt is killed by _______.

   a) Juliet b) Benvolio c) Romeo

6. After his banishment, Romeo takes shelter in ____.

   a) Padua b) Mantua c) Venice

7. Paris is killed by ______.

   a) Romeo b) Tybalt c) Benvolio

8. Romeo ___ and dies when he looks upon the face of Juliet.

   a) drinks poison b) stabs himself c) none of them

9. How does Juliet kill herself?

   a) drinks poison b) stabs herself c) none of them

10. _____ gave a great banquet.

    a) old Lord Capulet b) Rosaline c) Lord Montague

11. ____ encouraged Romeo to go to the great banquet.

    a) Benvolio b) Mercutio c) Tybalt

12. Romeo was madly in love with ____ in the great party.

    a) Juliet b) Rosaline c) Lady Copulet

13. Rosaline ____ Romeo

    a) loved b) did not love c) married

14. Romeo went to the Capulet's banquet with ___ of his friends.

    a) two b) three c) four

15. ___ swore that he would have his revenge on this "evil Montague."

    a) Tybalt b) Lord Capulet c) The Prince

9.6 ANSWERS TO CHECK YOUR PROGRESS QUESTIONS

1. a. tragedy
2. b. Verona
3. c. Benvolio
4. a. Tybalt
5. c. Romeo
6. b. Mantua
7. a. Romeo
8. a. drinks poison
9. b. stabs
10. c. Lord Montague
11. a. Benvolio
12. b. Rosaline
13. b. did not love
14. two
15. Lord Capulet

9.7 ANSWER IN TWO SENTENCES EACH

1. Who were the Montagues and the Capulets?
   noble families with hostility
2. Who gave the great banquet?
   Lord Capulet

3. Who was the lovely lady among the guests in the great banquet?
   Juliet
4. Who was madly in love with Rosaline?
   Romeo
5. Who was not invited to the great banquet?
   Montague family
6. How did Romeo go to the great banquet?
   By wearing masks
7. Who encouraged Romeo to go to the banquet?
   Benvolio
8. With whom did Romeo go to the Capulet's banquet?
   Benvolio and Mercutio.
9. How did Count Paris die?
   Count Paris came to bring flowers to Juliet and mourn at her tomb. When he saw Romeo digging out Juliet, he thought Romeo had come for evil purpose. He tried to seize him. So Romeo killed him.
10. What made Romeo and Count Paris brothers?
    Both of them grieved over the death of Juliet.

9.8 ANSWER IN PARAGRAPH EACH

1. Write a note on Benvolio.
2. Write a note on Mercutio.
3. Write a note on Tybalt.
4. Write a note on Count Paris
5. Write a note on Capulets.
6. Write a note on Montagues.

9.9 ANSWER IN AN ESSAY EACH

1. Narrate the circumstances leading to the death of Count Paris, Romeo and Juliet.
2. Write an essay on *Romeo and Juliet* as a typical Shakespearean tragedy.

9.10 FOR FURTHER READING

Shakespeare, William, 1564-1616. *Romeo And Juliet*, 1597. Oxford :published for the Malone Society by Oxford University Press, 2000.

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UNIT -10 THE WINTER'S TALE
Shakespeare

Structure

10.1 INTRODUCTION

The Winter's Tale deals with King Leontes' jealousy and its destructive effects. Leontes had some unbased sudden and unfounded jealousy that his wife is disloyal to him. His jealousy is often compared to that of Othello. Both Othello and King Leontes unfairly suspect their wives' infidelity and their destructive consequences affect families and upset the political balance.

10.2 UNIT OBJECTIVES

- To make the students understand the consequences of suspicion
- To make them discover the dramatic technique of Shakespeare
- To make them understand the characteristics of last plays of Shakespeare

10.3 AUTHOR INTRODUCTION

William Shakespeare was an English Playwright, and poet. He is widely regarded as an eminent playwright in the English language. He has written totally 37 plays. His plays can be divided according to the genre in which it was written such as comedies, tragedies, roman plays, history plays, romances and so on. It can be divided according to the period in which it was written. His plays are considered to be the finest works in the English language.

10.4 SUMMARY

King Leontes of Sicilia requests his childhood friend, King Polixenes of Bohemia to visit his country Sicilia. Polixenes visited Sicilia as invited. He stayed for nine months. Leontes requested him to stay there for few more days. Polixenes was very stubborn in leaving the place. Hermione also pleaded with him to stay longer. When Polixenes agreed to stay for few more days, Leontes became jealousy.

Leontes felt that Hermione and Polixenes were lovers. So he ordered Camillo to poison Polixenes. But Camillo warned Polixenes. Camillo and Polixenes fled to Sicilia immediately. Out of anger, he imprisoned his own wife, during her pregnancy. Hermione delivered the baby in the prison itself.

Paulina, the queen's noble woman brought the baby to Leontes hoping that he would change his mind, after seeing the baby. But Leontes ordered Paulina's husband to abandon the baby in a remote area. He threatened to kill his wife Paulina, if he hesitated. Antigonus obeyed the King's commands.

To know the oracle of Apollo at Delphos, Leontes sent messengers. The oracle proclaimed that Hermione was innocent. It also proclaimed that Leontes would die without heir, if the baby daughter was not found. The King ignored the news. But he received the news that Prince Mamillus died. Leontes repented. Hermione also died of grief.

In the mean time, Antigonus took the baby to Bohemia. In his dream, Hermione's ghost revealed that Antigonus would not meet his wife again, as he was the cause for the abandonment of the child. He had already left the little girl with gold and tokens, which were found by a shepherd and his son. The shepherd vowed to raise the girl child as his own.

Check Your Progress Questions

1. King Leontes' childhood friend was ____.
2. Who took the baby to Bohemia?
3. Perdita was in love with ____.
4. Who came forward to help the lovers, when Perdita was ordered to be executed?

Sixteen years passed. Camillo served the King of Bohemia, since their flight from Sicilia. Camilo now longed to return to return his own country. Polixenes hesitated to send this able administrator. Polixenes received the news that his son Prince Florizell had been visiting the place. So he persuaded Camillo to find where he was going in the disguise. He found that he had been visiting the shepherd's daughter in the disguise.

Autolycus, was dismissed from service to Prince Florizell. He swindled the Shepherd's son out of some cash. He resolved to earn some money from the sheep shearing festival.

Florizell and Perdita were deeply in love. Perdita feared of the King if their relationship was known to him. At the festival, Florizell declared his love for the shepherdess in front of his disguised father. The King immediately disowned Florizell and ordered to execute Perdita. Camillo promised to help the lovers.

Camillo asked them to go to the court of King Leontes who would receive them as honourable guests. He called Autoclycus to change his clothes with the Prince so that the Florizel could escape in disguise. The shepherd and his son decided to inform the King that Perdita was a foundling. Autolycus overheard this and decided to win advancement by helping his Prince.

In Sicilia, Florizell and Perdita arrived. Leontes welcomed them. The messenger brought the news of Polixenes arrival in search of his son. Leontes promised to be Florizell's advocate. Autolycus informed three gentlemen that Perdita was the daughter of Leontes. The shepherd and the shepherd's son also brought the items found with Perdita.

The royal families once again became the closest friends. They went to Paulina's house where one artist has crafted the beautiful statue of Hermione. When they were viewing the statue, Paulina brought Hermione alive. All are happy. They were reunited.

Notes

10.5 THE LAST PLAYS OF SHAKESPEARE HAVE THE FOLLOWING CHARACTERISTICS:

- Tragedy or tragic elements at the beginning of the play. They are resolved by the end, such as Leontes's jealousy in *The Winter's Tale*
- Older men are well presented
- Young lovers are there. But they are not the central plot of the play
- Redemption, Repentance and Reunion of the long-separated family members
- Magic and other fantastical elements
- A mixture of "courtly" and "pastoral" scenes

10.6 ANSWERS TO CHECK YOUR PROGRESS QUESTIONS

1. King Polixenes

2. Antigonus

3. Florizell

4. Camillo

10.7 ANSWER IN TWO SENTENCES EACH

1. Who took the new born and went out of the King's court?
2. Why was Hermione dead?
3. How did Antigonus die?
4. How does the play end on a universal joy?
5. Who gave his consent to the Perdita-Florizel marriage?

10.8 ANSWER IN PARAGRAPH EACH

1. Write a paragraph on Hermione in the play.
2. Write a note on Hermione's conduct at the public trial.
3. Write a short note on Leontes' reunion with Hermione.
4. What is Apollo's message? How does Leontes react to it?

5. What are the characteristics of Last plays of Shakespeare found in 'The Winter's Tale'?

10.9 ANSWER IN AN ESSAY EACH

1. Write an essay on the construction of the plot in 'The Winter's Tale'.
2. Write an essay on the circumstances leading to Leontes' suspicion in 'The Winter's Tale'.

10.10 FOR FURTHER READING

Shakespeare, William, 1564-1616. *Romeo And Juliet*, 1597. Oxford :published for the Malone Society by Oxford University Press, 2000.

Bamber, Linda. Comic Women, Tragic Men: A Study of Gender and Genre in Shakespeare. 1982, rev. ed. 2003.

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UNIT -11 MARTIN LUTHER KING

- R.N.Roy

STRUCTURE

11.1 INTRODUCTION

Martin Luther King's notion of nonviolence consists of following key principles. One can resist evil without resorting to violence. With nonviolence one can win the "friendship and understanding" of the opponent without humiliating him. Evil should be opposed. The followers of nonviolence must be willing to suffer with deep faith in the future. Their aim is to prevail justice in the universe.

11.2 UNIT OBJECTIVES

- Martin Luther King's non-violent and humane aspects

- King's influence from Gandhiji's non-violence movement
- King as the pride of the world.

11.3 AUTHOR INTRODUCTION

Martin Luther King struggled for the non-violence. His humane aspects reformed the U.S.A. He was deeply impressed by Gandhiji's peaceful movement in India. He believed in the efficacy of non-violence and the superiority of moral force over physical force. R.N.Roy describes the features of King's work in America. He compares him with the great martyrs of the world. His is ranked with Abraham Lincoln, Gandhiji and John F.Kennedy.

11.4 SUMMARY

Martin Luther King is one of the greatest men in the world. He resembles Mahatma Gandhi in his service. In the twentieth century only, cruelties and hatred were quite common in the history of the world.

Both Gandhi and King fought for the downtrodden. Gandhi for the Harijans, King for the Negroes in America. They were peaceful warriors. Their weapon is non-violence. They were shot to death.

King believed in the equality of men. But he saw only racial discrimination. The Negroes could not attain their legitimate aims. With their depressed minds, they did all hard, dirty and dangerous work. They took part in wars also and sacrificed their lives to defend America's honour and prestige. But misery continues to haunt the Negroes. The white Americans with few concessions, tried to calm down the Negroes. But the King clarified that none can live half free and half slave.

The White Americans enjoy material prosperity whereas the Negroes face only economic insecurity. They were denied of attending schools and public amusement park which are meant only for whites.

A Negro was denied of getting food in the motel as it does not contain separate counter for the Negroes, even when he took a cross-country drive. He was considered to be nobody in his own land. As he is a Negro, he is attacked in the day-time and haunted at night. He was left to exist in the place where there is economic insecurity, social inferiority, fear and resentment.

Check Your Progress Questions

1. ____ enjoy material prosperity.
2. Both ____ and King fought for the downtrodden.
3. Who resembles Mahatma Gandhi in his service?

The same situation is found in India. In America, people are brought up in the bosom of the church with spiritual blessings, in India people in the land of saints with the preaching of universal brotherhood. In India, a large part of people are segregated as untouchables. They suffered agonies of discrimination. Gandhi fought against this inhuman discrimination, because o his efforts only, untouchable are no longer untouchables.

Another evil called British rule also weakens India's spiritual growth. Against their slavish treatment, Gandhiji started campaign. He followed Ahimsa i.e. non-violence. Because of his passive resistance, British people quitted India.

In his boyhood itself, King is impressed by Gandhiji's success in both social and political fields. Non-violence had the upper hand than the physical force. From this living Indian example, he decided to set right the wrongs around him. He hoped for freedom and justice. He expressed his hatred for the old order also.

Gandhiji's revolution was built with hope, love, non-violence. This paved way for the montogomery boycott of 1956 and Selma movement of 1965.

White Americans like Abraham Lincoln, Kennedy understood what they wanted. He wishes the Negroes to have the rights of sharing the schools, libraries, parks, hotels and lunch counters with whites. He expresses the urgency to achieve the pace in attaining political independence, people accused him of his impatience. For this, he replied that segregation has stinging darts.

In the year 1956 only, King becomes a known figure because of his boycott of public buses in Montogemery. He protested against the segregated seating. The boycott became successful. Finally the Supreme Court has given the verdict that racial segregation was unlawful. Because of his non-violence movement only, people enjoyed non-segregated bus travel.

From his non-violence movement, the Negroes learnt the power of moral force. They understood that there is dignity of suffering for a noble cause. He realized the strength of non-violence also. He delivered many lectures regarding the problems of Negroes. Through his powerful and fiery speech, he generates power to the entire race. His impressive oration galvanized (roused) the entire race.

In 1963, King's impressive oration to 2,50,000 Americans who gathered for 'March on Washington' is about his dream of earth inhabiting with all people as brothers and sisters. From 1957 to 1968, he led many protest demonstrations in the South and the North. He fought for the rights and liberties of the Negroes, with the weapon of non-violence.

Check Your Progress Questions

4. King delivered lectures to solve the problem of ____.
5. When was King awarded the Nobel Peace Prize?
6. How old was King, when he received the Nobel Peace Prize?

With this non-violence weapon, he can cut without wounding. It also acts as a sword that heals. He led a vast army, without supplies, but with sincerity. They do not have uniform, but only determination and faith, without currency, but only with conscience. This army kindles sympathy without wounding. The black power militants used violence to achieve their goals. They challenged and criticised his creed of non-violence. He reminded them of Gandhi and his non-violent movement to drive away the British Empire in India.

King and his followers suffered even when following non-violence. They were abused and stoned by the mob. They were slapped and kicked by the police. They were ridiculed by their own men. The police used fire horses and ferocious dogs to drive them out. The law courts sent them to a solitary confinement when no ray of the Sun entered. Their women and children were also treated the same. Negro-Church was bombed, killing four little girls. They never expressed violence with their fist, tongue, or heart.

In 1964, King was awarded the Nobel Peace Prize. He was only thirty-five, the youngest one to receive this great honour. He led non-violent demonstrations against the Vietnam war in 1967. In 1968, he announced a Poor People’s campaign in Washington. He was shot to death, when he led a demonstration of striking sanitation workers.

King dreamt of the day when people are judged not by the colour of the skin, but by their character. With his non-violence weapon, he wanted to remove racial, social, economic problems. He wishes to prevent nuclear war which will annihilate all humanity. Non-violence is the answer to the Negroes. It is the desperate need of all humanity.

King was the pride of the world. The world mourns his tragic death. His country is the most brutal and the wickedest. He remains in contrast with his country, like day and night contrast. His personal dignity remained unimpaired in an age of fawning and servility. He was a peaceful warrior. He is admired for his virtues.

When the world is endangered with nuclear war, he comes as a ray of hope. But he is assassinated. Socrates, Christ, Joan of Arc, Abraham Lincoln, Mahatma Gandhi, John F.Kennedy and Martin Luther King were the ones who try to make this earth beautiful, as God had made. It remains a question, how long the human species have to wait for the rebirth of such saints.

11.5 PARAGRAPH QUESTIONS

11.5.1 Sufferings undergone by Non-violence followers in 'Martin Luther King'

Martin Luther King and his followers suffered even when following non-violence. They were abused and stoned by the mob. They were slapped and kicked by the police. They were ridiculed by their own men. The police used fire horses and ferocious dogs to drive them out. The law courts sent them to a solitary confinement when no ray of the Sun entered. Their women and children were also treated the same. Negro-Church was bombed, killing four little girls. They never expressed violence with their fist, tongue, or heart.

11.5.2. Assassination of Martin Luther King

Martin Luther King fought for the downtrodden. As Gandhi for the Harijans, King for the Negroes in America. They were peaceful warriors. Their weapon is non-violence. Both of them lived for noble causes only. They were shot to death, for sticking to their noble causes. King was shot to death, when he led a demonstration of striking sanitation workers. The world mourns his tragic death.

11.5.4 Discrimination of Untouchables in India

In India people are preached universal brotherhood. A large part of people are segregated as untouchables. They suffered agonies of discrimination. Gandhi fought against this inhuman discrimination. Because of his efforts only, untouchable are no longer untouchables. Another evil called British rule also weakens India's spiritual growth. Against their slavish treatment, Gandhiji started campaign. He followed Ahimsa i.e. non-violence. Because of his passive resistance, British people quitted India. Gandhiji's revolution was built with hope, love, non-violence.

11.6 ESSAY QUESTION WITH ANSWER

Elaborate Martin Luther King's Struggle for Equality

Martin Luther King was deeply impressed by Gandhiji's peaceful movement in India. He believed in the efficacy of non-violence and the superiority of moral force over physical force. He believed in the equality of men. He saw only racial discrimination.

The White Americans enjoy material prosperity whereas the Negroes face only economic insecurity, social inferiority, fear and resentment. They were denied of attending schools and public amusement park which are meant only for whites.

A Negro was denied of getting food in the motel. He was considered to be nobody in his own land. As he is a Negro, he is attacked.

King protested against the segregated seating in the public buses in Montogemery.

King delivered many lectures regarding the problems of Negroes. Through his powerful and fiery speech, he generates power to the entire race. His impressive oration galvanized (roused) the entire race. He fought for the rights and liberties of the Negroes, with the weapon of non-violence.

In 1963, King's impressive oration to 2,50,000 Americans who gathered for 'March on Washington' is about his dream of earth inhabiting with all people as brothers and sisters. From 1957 to 1968, he led many protest demonstrations in the South and the North.

King and his followers suffered even when following non-violence. They were abused and stoned by the mob. They were slapped and kicked by the police. They were ridiculed by their own men. The police used fire horses and ferocious dogs to drive them out. The law courts sent them to a solitary confinement when no ray of the Sun entered.

King dreamt of the day when people are judged not by the colour of the skin, but by their character. With his non-violence weapon, he wanted to remove racial, social, economic problems. In 1964, King was awarded the Nobel Peace Prize. In 1968, he was shot to death. He was the pride of the world.

11.7 ANSWERS TO CHECK YOUR PROGRESS QUESTIONS

1. The White Americans

2. Gandhi

3. Martin Luther King

4. Negores

5. 1964

6. 35

11.8 ANSWER IN TWO SENTENCES EACH

1. What was achieved by 1956 Montogomery bus boycott?
2. Write a note on Gandhiji's fight against social discrimination.
3. Describe the weapon used by Gandhiji and King.

11.9 ANSWER IN PARAGRAPH EACH

1. What were the hardships faced by the Negroes in America?
2. How were the untouchables discriminated in India?
3. How did King and Gandhiji resemble each other in their principles?
4. Draw the character sketch of Martin Luther King.

11.10 ANSWER IN AN ESSAY EACH

1. Elaborate the details of the mission of equality of Martin Luther King and its eventual victory.
2. 'King was a ray of hope in the world enveloped by the gloom of nuclear war'. Justify.

11.11 FOR FURTHER READING

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Jackson, Thomas F. From Civil Rights to Human Rights: Martin Luther King, Jr. and the Struggle for Economic Justice (Politics and Culture in Modern America). University of Pennsylvania Press

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UNIT -12 NEHRU A.J.Toynbee

STRUCTURE

12.1 INTRODUCTION

Through this writing, Toynbee reasons out why Nehru deserves to be remembered and immortalised. He represents the type of man who moves mankind, by persuasion. He played well in the political arena also. He tried to civilize people.

12.2 UNIT OBJECTIVES

- Toynbee paying tribute to Pandit Jawaharlal Nehru
- Nehru’s generosity and the warmth of feeling
- Nehru as the representative of the person who moves mankind

12.3 AUTHOR INTRODUCTION

Arnold Joseph Toynbee was a British historian. He was widely read and distinguished scholar in 1940s and 50s. Jawaharlal Nehru was the Prime Minister of Independent India. He was not only a statesman but a great writer also. His ‘Letters to his daughter’ is immortal. In his autobiography, Toynbee pays tribute to Nehru. He considers that Nehru is the dynamic leader of his nation. His personal experience and meeting with Nehru are described.

12.4 SUMMARY

Nehru's personality made an immediate impression in the first meeting itself. For years, the same impression, one can feel. Toynbee feels that the word 'impression' is too weak to describe him. The word 'captivation' comes nearer to the truth. He is the man who captivates the people with his single meeting.

Nehru has made a deep mark not only in his own country but on the whole world. There is not even the faintest touch of pomposity, self-importance, self-consciousness in him. Even among his busy schedule, and heavy burden of office work, he maintained spontaneity and spirit of the youth. The weight of unforeseen breach between India and China only bow him down.

The first meeting of Toynbee with Nehru was amusing, illuminating and morally impressive. During inter-war years, Nehru was imprisoned by the British Government of India. After his release, Nehru visited England for a holiday. As invited by the English lady, Toynbee went for the lunch. She has purposefully invited Nehru and a British General, as these two men were connected in India.

Nehru teased the General so gently to make him friendly. In the hands of British rule, Nehru had bitter experience. He had painful experience during his imprisonment also. These were the grounds with which Nehru could express his bitterness but he showed none. Toynbee was reminded of Mahatma Gandhi's principle of fighting without hating. This memory of the lunch was as vivid in the mind of Toynbee as it had happened yesterday. But it happened thirty years ago.

Check Your Progress Questions

1. In which year, Toynbee met Nehru for the last time?
2. Who appeared, when Toynbee had been held up by the traffic?
3. Who has taken the role of Gandhiji, reflecting his principles and simplicity?

Toynbee's second meeting with Nehru was a revealing one. In the year 1957, the University of Delhi, to honour Toynbee had decided to confer a degree on him. But he had been held up by the traffic, Nehru appeared there suddenly. He was running towards him.

Toynbee wondered at Nehru's act. Nehru had taken time to honour and please Toynbee by taking a personal part in the academic proceedings. It seemed to him that the mantle of Gandhi had fallen on Nehru, the Prime

Minister after Gandhi's assassination. Nehru had taken the role of Gandhiji, reflecting his principles and simplicity.

Toynbee's last meeting with Nehru was in 1960. Toynbee decided not to talk about the subject of China, as Nehru laboured under this load. But he himself began this topic. When Toynbee came to New Delhi to give the second series of Azad Memorial Lectures, Nehru again made his time to take part in academic proceedings to give pleasure to the guest. The previous day only, he had personal loss. Lady Mountbatten, his close personal friend died yesterday only. Toynbee was deeply touched by his presence.

Toynbee assures that Nehru will be remembered as a historic figure. He is the lovable human being. He will be remembered unquestionably as a great statesman. We must be thankful for the noble men who wish to redeem politics in his short lifetime. For the ideals, one can be imprisoned without imprisoning others, for his ideals.

Nehru was eminent in his political career. His concern for his fellow human beings embraced the whole of mankind. He cared for mankind's welfare and destiny. Future generation will remember him for his vision.

Check Your Progress Questions

4. Nehru was eminent in his ____ career.
5. Who was the founder of Brahmo Samaj?
6. Who was Jawaharlal Nehru's master and mentor?

Nehru served his fellowmen most fruitfully on the political stage. Unlike other ruthless masters, Nehru did not force people to move mankind. He tried it by persuading people. The other Indian leaders who moved people through persuasion, are Ram Mohan Roy, the founder of Brahmo Samaj and Mahatma Gandhi, Jawaharlal Nehru's master and mentor. So Nehru deserves to be remembered and immortalized.

12.6 ESSAYS

Three meetings between Nehru and Toynbee.

The first meeting of Toynbee with Nehru was amusing, illuminating and morally impressive. During inter-war years, Nehru was imprisoned by the British Government of India. After his release, Nehru visited England for a holiday. As invited by the English lady, Toynbee went for the lunch. She has purposefully invited Nehru and a British General, as these two men were connected in India.

Nehru teased the General so gently to make him friendly. In the hands of British rule, Nehru had bitter experience. He had painful experience during his imprisonment also. These were the grounds with which Nehru could express his bitterness but he showed none. Toynbee is reminded of Mahatma Gandhi's principle of fighting without hating. This memory of the lunch is as vivid in the mind of Toynbee as it had happened yesterday. But it happened thirty years ago.

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Toynbee's last meeting with Nehru was in 1960. Toynbee decided not to talk about the subject of China, as Nehru laboured under this load. But he himself began this topic. When Toynbee came to New Delhi to give the second series of Azad Memorial Lectures, Nehru again made his time to take part in academic proceedings to give pleasure to the guest. The previous day only, he had personal loss. Lady Mountbatten, his close personal friend died yesterday only. Toynbee was deeply touched by his presence.

Personality and humanistic traits of Nehru

Nehru captivates the on-lookers in his first meeting itself. He had made a deep mark in his country, and on the whole world. There is no pomposity, self-importance, self-consciousness in him. Even among his busy schedule, and heavy burden of office work, he maintained spontaneity and spirit of the youth.

In the first meeting with Toynbee, Nehru was amusing, illuminating and morally impressive. Nehru had painful experience during his imprisonment. But he did not express it to the General when he met him in the lunch given by the English lady. This act of Nehru reminds Toynbee of Gandhiji's principle of fighting without hating.

Nehru came in person, when Toynbee was held up by the traffic. Toynbee wondered at Nehru's act. Nehru has taken time to honour and please Toynbee by taking a personal part in the academic proceedings. It seems to him that the mantle of Gandhi has fallen on Nehru. Nehru has taken the role of Gandhiji, reflecting his principles and simplicity.

In 1960, Nehru was bowed down by the breach between India and China. To give pleasure to the guest Toynbee, Nehru again appeared in academic proceedings of Azad Memorial Lectures. Toynbee was deeply touched by his presence because it was the next day to the death of his close personal friend Lady Mountbatten.

Nehru was a historic figure. He was the lovable human being. He was a great statesman. He was a noble man, redeeming politics in his short life time. His concern for his fellow human beings embraced the whole of mankind. He cared for mankind's welfare and destiny. Nehru did not force people to move mankind. He tried it by persuading people.

12.7 ANSWERS TO CHECK YOUR PROGRESS QUESTIONS

1. 1960

2. Nehru

3. Nehru

4. political

5. Ram Mohan Roy

6. Mahatma Gandhi

12.8 ANSWER IN TWO SENTENCES EACH

1. When did Toynbee meet Nehru for the second time?
2. How was Nehru helpful to Toynbee in the second meeting?
3. Write a brief note on the humanistic traits of Nehru.

12.9 ANSWER IN PARAGRAPH EACH

1. Narrate the first meeting of Nehru with Toynbee.
2. Describe the last meeting of Nehru with Toynbee.
3. Sketch the personality of Nehru.
4. Write a brief note on the humanistic traits of Nehru.
5. When did Toynbee meet Nehru for the second time? How was it helpful to him?

12.10 ANSWER IN AN ESSAY EACH

1. Write an essay on the three meetings between Nehru and Toynbee.
2. Nehru deserves to be remembered and to be immortalized – Elucidate.

12.11 FOR FURTHER READING

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UNIT -13 GRAMMAR

STRUCTURE

13.1 INTRODUCTION

The elements of grammar are the building blocks of writing. One has to develop grammar skills. That will be helpful for students to write a large number of sentence, without errors. Grammar is central to good writing. By mastering grammatical categories and structures, students can write meaningful, logical and error-free sentences. This unit presents ways to write correct grammatical structures. It contains activities for practice in using Concord, phrases and clauses and question tag to improve composition.

13.2 UNIT OBJECTIVES

- To help the students explore different ways in which English grammar can be used for better writing,
- To make them express themselves appropriately

- To help them focus on the use of appropriate grammatical structure

- To motivate and to improve their language skills.

13.3 CONCORD

The subject and the verb agree in number and person.

i) The singular subject requires singular verb. I, you, he and it takes the singular verb.

Ex. I like coffee.

She sings a song.

He is a doctor.

He likes Carnatic music.

ii) The plural subject requires a plural verb.

Ex. We have planned for a tour.

They fall from their seats.

Those boys play well.

They were idiots.

You were right.

You ae right.

iii) When two or more singular subjects are connected by 'and', they take the plural verb.

Ex.Priya and Preeti are friends.

He and I are friends.

Dharani and her mother were present.

iv) In some contexts, two subjects are joined by 'and'. But they are considered to be a single unit. So that follows singular verb only.

Ex. Bread and butter is my favourite food.

Law and order is important.

Slow and steady wins the race.

v) When two singular nouns refer to the same person or thing, it should take singular verb.

Ex. The Principal and Director was present.

The actor and singer has arrived.

(Note: The actor and the singer have arrived)

vi) When two singular subjects are joined by or, either…or, neither…nor, it takes the singular verb.

Ex. Either father or mother has to advise the child.

Neither the daughter nor the son takes care of the parents.

Either Nandhini or Parvathi is the doctor.

Neither the boys nor the teacher has been present.

vii) If the singular subject is preceded by each and every, it takes the singular verb.

Ex. Each girl and boy was instructed.

Each day and each hour is important.

Each boy and each girl was hard working.

Every man and woman has attended the furniture.

Every man and every woman likes to visit Kodaikanal.

viii) When two subjects are linked by as well as, as much as, rather than and more than, the verb agrees with the first subject.

Ex. Santhiya as well as her friends has passed.

The teacher as well as the boys has left.

Deva rather than his brothers, has understood the problems.

Meena, as well as Prema, visits my house.

The girls, with their parents, have arrived.

The tigers, unlike the donkeys, belong to the cat family.

ix) When two subjects are linked by with, along with, besides, in addition to, the verb agrees with the first subject.

Ex. Kavitha with her children has come.

The students together with their Principal have left.

x) One or more

One or two

A large number of students

A great number of

A good number of

} takes plural verb

xi) One of

Each of

Everyone of

Either of

Neither of

} + plural noun takes singular verb

xii) When every or each takes two single subjects connected by 'and', it takes singular verb.

Ex. Every student and faculty has to assemble.

xiii) 'None' with the meaning of 'no amount' takes singular verb.

Ex. None of your dresses is good.

There was none in the classroom.

xiv) The terms like 'five rupees', 'hundred rupees', 'two weeks', 'five miles' take singular verb.

Ex. Five kilometres is not a walkable distance nowadays.

Two months is such a short period.

Hundred rupees is not a big sum.

xv) Collective nouns like government, parliament, audience, committee, family, public can be treated as singular or plural subject. They agree with singular or plural verb.

Ex. The government works for the people.

The government have schemes for the welfare of the people.

My family lives in Chennai.

My family live in Madurai.

xvi) Nouns like luggage, furniture, equipment, traffic are plural in meaning, singular in form, with singular verbs.

Ex. The luggage was not heavy.

The furniture is broken.

The clothing seems to be fine.

xv) Words like 'both', 'few', 'many', 'several' take plural verb.

Ex. Several books have been received

Both have agreed to the point.

xvi) one, each, every, either, neither, everyone, everybody, someone, somebody, anyone, anybody, something, no one, none, nobody take singular verb.

Ex. Everyone likes music

One of them was a student.

No one is allowed to enter.

xvii) A number of + Plural noun = takes plural verb.

'the number of' = takes singular verb.

Ex. A number of students apply for the exam.

The number of students selected for the seminar is very small.

Notes

13.3.1 Exercises

Complete the following sentences, choosing the correct form of the verb.

1. The news ___(is / are) true.
2. No news ____ (is / are) bad news.
3. Slow and steady _____ (win / wins) the race.
4. Early to bed and early to rise, ____ (make / makes) a man wise.
5. Either he or she ____ (have / has) stolen the wealth.
6. Civics ___ (is / are) my choice of subject.
7. My father or my mother _____ (is /are) arriving today.
8. Neither the handbag nor the hair band _____ (match / matches) the dress.
9. One thousand rupees ___ (is / are) a high price to pay.
10. The news ____ (saddens / sadden) me.
11. None of us ___ (is / are) to blame.
12. Everyone ____ (has / have) a good time.
13. His clothes ____ (was / were) dirty.
14. Men and women ____ (has / have) to work hard.
15. Neither she nor I ____ (is / am) going to school.
16. The crowd ____ (get / gets) angry.
17. The committee ___ (meets / meet) every Monday.
18. There ____ (are / is) ten clean vessels.
19. Both ____ (is / are) happy.
20. Everybody ____ (enjoy / enjoys) nature.
21. Each ____ (get / gets) a prize for participation.
22. A pair of trousers ___ (is / are) on the bed.
23. A pair of scissors ____ (is / are) on the table.

24. Priyanka as well as her friends ___ (is / are) beautiful.

25. More than two apples ____ (is / are) here.

26. More than one orange ____ (is / are) here.

27. Nothing ___ (come / comes).

28. Everybody ____ (admire / admires) him.

29. His manners _____ (is / are) good.

30. James and Charles ___ (is / are) here.

31. Everyman ____ (like / likes) cricket.

32. Most of the men ____ (is / are) tall.

33. All ___ (is / are) seated in the exam hall.

34. All ____ (is/ are) with us.

35. Each student ____ (has / have) a pendrive.

36. A large number of students ____ (has / have) failed in the exam.

37. Bread and butter ____ (is / are) the only food he likes.

38. Time and tide ____ (wait/ waits) for no man.

39. The majority of students ___ (is / are) late to school.

40. A lot of trees ___ (has / have) been cut down.

41. Gold and Silver ___ (is / are) precious metals.

42. Water and oil ___ (do / does) not agree.

43. One of the boys ____ (was / were) absent yesterday.

44. Everybody ___ (is / are) crying for water.

45. No one ____ (want / wants) to be sad.

46. Many a mosquito ___ (has / have) died.

47. Many ___ (was / were) called but few were chosen.

48. Most of the money ___ (has / have) been spent.

49. Most of the girls ____ (has / have) gone home.

50. Several students ____ (was / were) absent.

Ans: 1. Is 2. Is 3. Wins 4. Makes 5. Has

6. is 7. Is 8. Match 9. Is 10. Saddens

11. is 12. Has 13. Were 14. Have 15. Am

16. gets 17. Meets 18. Are 19. Are 20. Enjoys

21. gets 22. Is 23. Is 24. Is 25. Are

26. is 27. Comes 28. Admires 29. Are 30. Are

31. likes 32. Are 33. Is 34. Was 35. Has

36. have 37. Is 38. Waits 39. Are 40. Have

41. are 42, do 43.was 44.is 45. Wants

46. has 47. Were 48. Has 49. Have 50. Were

Choose the correct verb to complete the sentence.

51. Board and lodging ____ (was / were) free for us.

52. Neither coffee nor tea ___ (is / are) good for us.

53. Physics ___ (is / are) my favourite subject.

54. Fifty rupees ___ (is / are) enough for a day.

55. Mohana, like her sisters ___ (is / are) tall.

56. 'The Adventures of Tom Sawyer' ___ (is / are) a very interesting book.

57. The family ___ (has / have) problems.

58. The West Indies ___ (has / have) won the match.

59. The workers, as well as, their leader ___ (has / have) agreed.

60. The ship, with its crew, ___ (was / were) lost.

Ans:	1. Was	2. Is	3. Is	4. Is	5. Is
	6. is	7. Has	8. Has	9. Have	10. Was

13.4 PHRASES

A phrase is a group of words without finite verb. It has meaning. Normally, phrases begin with prepositions. There are three kinds of phrases.

1. Noun Phrases
2. Adjective Phrases
3. Adverb Phrases

Noun Phrase

It functions as a noun.

Ex. I like *reading books*.

She wants to *sleep*.

She pretends to *be honest*.

We do not intend *going there*.

My ambition is to *become a teacher*.

I like *watching animated series*.

I want to go *to the movies*.

The Adjective Phrase

It functions as an adjective, qualifying noun or the pronoun.

To understand the adjective phrase clearly, one should know the difference between adjectives and adjective phrases.

Adjectives	Adjective Phrases
A white elephant	An elephant with a white skin
A heavy load	A load of great weight
The longest day	The day of greatest length
A blue-eyed boy	A boy with blue eyes
A golden crown	A crown made of gold

Ex: We saw the bird *of a rare species*.

A friend *in need* is a friend indeed.

She wears a saree *made of cotton*.

This woman *with blue saree* is Meena.

He is the soldier *of good abilities*.

One should be *free from fear*.

She is a woman of *great learning*.

He is a man *with bad temper*.

A stitch *in time* saves nine.

Pick out the adjective phrases in the following sentences:

1. Wild beasts in small cages are a sorry sight.
2. A friend in need is a friend indeed.
3. Gardens with cool shady trees surround the village.
4. He is a man of very considerable character.
5. A man in great difficulties came for help.

<u>The Adverb Phrase</u>

It functions as an adverb, modifying verb / adjective / another adverb.

Ex: The Sun rises *in the east*.

The stone fell *on the ground*.

Birds fly *in the sky*.

Man decides to set foot *on the moon*.

He works *in a factory*.

We can buy it *in all shops*.

She lives *in a village*.

They spoke *in a rude manner*.

13.5.1 Exercises

Mark the type of phrase, pointing out the type of phrases in the following sentences.

1. I reached college on foot.
2. She lost everything she possess.
3. This metal is of great value.
4. The diamond is shining in the room.
5. The thief killed the robber with the knife.
6. He saw me crossing the bridge.
7. The Sun sets in the West.
8. My father is working in the police department.
9. He is a man of great learning.
10. I went to play in the garden.

13.6 CLAUSES

There are two kinds of clauses:

1. Main clause

2. Subordinate clause

Main clause gives the full meaning. It has finite verb. It is complete in itself with meaning and structure.

The subordinate clause is a dependent clause. It has finite verb. To get full meaning, we need to depend on the main clause. So it is called dependent clause.

Subordinate clauses are of three kinds:

1. The Noun Clause
2. The Adjectival Clause
3. The Adverbial Clause

The Noun Clause

It functions like a noun. It works as

1. subject of the verb
2. object of the verb.
3. Object of a preposition
4. In apposition with a noun or a pronoun
5. The complement of the verb

Noun functioning as the subject of the verb

1. *What he said* is not heard by any person.
2. *That it will rain today* is certain.
3. *That you are a kind man* is known to everyone.
4. *Why he went to America* is a mystery.

Noun functioning as the object of the verb

1. Tell me what you saw in Madurai.
2. I hoped *that I would pass.*
3. I hoped *that he would pass*.
4. He said *that he would help her*.
5. I do not know *when my brother returns*.

Noun functioning as the object of the preposition:

1. Please listen to *what elders say*.
2. Take interest in *what we are doing*.

Noun functioning in apposition with a noun or a pronoun:

1. Your statement *that he is not a Principal* is true.
2. The news *that there will be an earthquake* is true.

Noun functioning as the complement of the verb:

1. My opinion is *that he is pretentious*.
2. My prayer is *that all should be contented and peaceful*.
3. My fear is *that there may be a lion in the cave.*
4. This is *what I feel about it*.

13.6.1 Exercises

Pick out the noun clause, identifying its kind:

1. We are glad *that you have passed*.
2. He feels sorry *that he has failed*.
3. I was certain *that it will rain today*.
4. He is sure *that he will secure first rank*.

13.7 QUESTION TAG

A question tag is a small question that is tagged at the end of the sentence. The purpose of it is not to repeat the main verb. It is in the form of 'be' or other auxiliary verb or modal. It is a mini-question. It carries an auxiliary verb and personal pronoun. To get the answer only, question tags are used at the end of the sentence.

Rules

1. When the statement is positive, the tag is negative

   Ex. You like swimming, don't you?

2. When the statement is negative, the tag is positive.

Ex. You don't like smoking, do you?

3. A question tag has the same auxiliary verb that is in the main clause.

   Ex. You ought to reply, oughtn't you?

   You were in the bathroom, weren't you?

4. When there is no auxiliary in the verb, we add 'do' with simple present and 'did' with simple past, as we do normally for making questions with that tense.

   Ex: You like swimming, don't you?

   You liked hiking, didn't you?

5. When the statement carries the noun as subject, then change the noun into pronoun.

   Ex. Seetha is not crying, is she?

6. The question tag for I am is aren't I?

   Ex. I am alight, aren't I?

7. 'Let us' carries the question tag as 'shall we' to make suggestions.

   Ex. Let's go home, shall we?

8. After imperatives, when we want people to do things, add the tags will / would you? Can / could you?

   Ex. Close the door, will you?

9. The subject 'there' can be used in the question tag.

   Ex. There weren't any people at hall, were there?

   There were many trees, aren't there?

   There was a definite glory, wasn't there?

10. After somebody, someone, everybody, everyone, nobody, no one, use 'they' in question tags.

    Ex. Nobody visited, didn't they?

    Everybody will accept this, won't they?

Someone broke it, didn't they?

11. When the word conveys negative meaning, such as none, no one, nobody, no, never, seldom, hardly, scarcely, the tag is in positive form.

Ex. Nobody was there, were they?

Kannan never attends the classes, does he?

<u>Negative Verbs and Verb Contractions:</u>

The apostrophe (') is added to auxiliary verb when not is used to form a contraction.

Negative Verbs	Verb Contractions
Is not	isn't
Are not	aren't
Was not	wasnt
Were not	werent
Will not	won't
Would not	wouldn't
Can not	can't
Could not	couldn't
Has not	hasn't
Have not	haven't
Had not	hadn't
Do not	don't
Does not	doesn't
Did not	didn't
Need not	needn't
Should not	shouldn't
Must not	mustn't

Question tags are used for confirmation. The expected answer is 'yes' or 'no'. The positive statement carries negative question tag.

Positive statement	Negative Question Tag
It is hot	isn't it?
They are coming.	aren't they?
He will agree	won't he?
Sheela can help us	can't he?
He could return immediately.	couldn't he?
She has intelligence	hasn't she?
He was at home	wasn't he?
You would help	wouldn't you?
You have a computer	haven't you?
He enjoys	doesn't he?
He drank tea	didn't he?

The negative statement carries positive question tag.

Negative statement	Positive Question Tag
It is not expensive	is it?
There are not any problems	are there?
He won't cook	will he?
They can't swim	can they?
She couldn't see you	could she?
You have not given up smoking	have you?
Lucy was not keen on going	was she?
she would not invite us	would she?
she has not taken dinner	has she?
no one brought the things	did they?

Exercises:

1. It is very hot today, ____?
2. She passed her exam, ____?
3. Your college is far away from here, ____?
4. You can swim, _____?
5. You will ridicule her, ____?
6. We love our country, _____?
7. She drove the car, _____?
8. He knows French, _____?
9. His parents are rich, _____?
10. You are tired, _____?
11. Let's go home now, ____?
12. Pass the salt, ____?
13. Bring me the sugar, ____?
14. I am your friend, ____?
15. I am the winner, ____?

Ans:				
	1. isn't it?	2. didn't she?	3. isn't it?	4. can't you?
	5. won't you?	6. don't we?	7. didn't she?	8. doesn't he?
	9. aren't they?	10. aren't you?	11. shall we?	12. will you?
	13. will you?	14. aren't I?	15. aren't I?	

13.8 ANSWER IN TWO SENTENCES EACH

1. Identify the noun phrases in the following sentences:

i) Vijay Simhan wished to talk to his Manager.

ii) Nilabar wanted to pay back every penny she owed.

iii) Vinoth refused to answer my questions.

iv) Sathish denied taking the money.

v) Shreya will never do such a thing.

Ans: i) to talk to his Manager

ii)to pay back every penny she owed.

iii) to answer my question.

iv) taking the money.

v) such a thing.

13.9 ANSWER IN PARAGRAPH EACH:

1. Fill in the correct answer

i) There ____ (is / are) little money left. With that money, we can not buy all we need.

ii) My sister and brother never _____ (quarrel / quarrels)

iii) Everybody ____ (is / are) unique.

iv) Neither of these colours really ____ (suit / suits) you.

v) His nature and desire to win ___ (is / are) responsible for his success.

Ans: i) is ii) quarrel iii) is iv) suits v) are

13.10 MARK QUESTION

Choose the correct question tag for the following statements:

1. Children like to follow their parents, ____?

a) isn’t it? b) do they? c) don’t’ they?

2. She was a nice girl, _____?

a) was she? b) wasn’t she? c) isn’t it?

3. Everyone warned you ______?

a) isn’t it? b) didn’t he? c) didn’t they?

4. You saw the scorpion, _____?

a) did you? b) didn’t you? c) don’t you?

5. Let us have tea, _____?

a) will we? b) didn't we? c) shall we?

6. Your mother cooks well, _____?

a) isn't it? b) does she? c) doesn't she?

7. None of them know German _______?

a) did they? b) do they? c) will they?

8. Our players did not play well, _______?

a) isn't it? b) did they? c) didn't they?

9. I am the leader of this group, _____?

a) isn't it? b) am I? c) aren't I?

10. They won't come with us, _____?

a) don't they? b) won't they? c) will they?

13.11 FOR FURTHER READING

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UNIT -14 COMPOSITION

Notes

STRUCTURE

14.1 INTRODUCTION

In most English class, compositions can be called an essay, report, presentation or a term paper. In English composition, the students are learning to compose and clearly communicate in writing. The result is to make them learn to write persuasively. Excelling in English Composition not only makes you a better writer, but it also helps you develop great research, critical thinking and proofreading skills as well. The skills learned in English Composition will serve them for the rest of their life.

14.2 UNIT OBJECTIVES

- To make the students learn to apply appropriate study skills
- To make them construct meaningful sentences

A proverb conveys generally accepted truth. It deals with thoughts for life. It is simple in form. It has many messages. The short sentences contain wisdom. It offers hope, suggestions, and guidance to the readers. The theme of the proverb is expanded and enlarged with illustrations. It helps to focus on the inner meaning of the proverb.

Expanding the proverb is the meaningful writing task. The students are expected to understand the meaning of the proverb and write about the significance of it. They have to give examples from real life to insist the truth conveyed in the proverb.

The students have to understand the message. They have to propagate the ideas conveyed. The purpose of this message in real life also should be talked about. So the students have to write about what it means and why it is necessary for life.

The information can be given effectively through the examples from personal life. Apart from personal experience, they have to write things related to that, by writing it vivid. They have to write the meaning of the proverb and the situation related to that proverb.

Apart from meaning, purpose, personal experience, related situation, they have to write about the origin of that particular proverb with its original usage.

14.3 EXPANSION OF PROVERBS

14.3.1 Guidelines for expanding Proverb

1. Understand the meaning
2. Write about the significance
3. Write about the implications
4. Examples from real life
5. Examples from books
6. Examples from movies

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7. Examples from any other sources
8. Arrange thoughts in a sequence
9. Use simple language
10. Write for a page
11. Avoid writing with beginning 'This proverb means…' or 'It is a famous proverb.'
12. Give an impressive conclusion.

14.3.2 Samples for Proverb Expansion

<u>Failures are the pillars of success</u>

Life is full of ups and downs. Sufferings, misfortunes and hardships can not be avoided. While facing these negatives of life, one should not lose hope. With strong determination, hope and courage, one has to march ahead. One should not feel depressed and disappointed by the misfortunes. With will power, strength, vigour, one has to move ahead. One has to realise one's dreams, while facing misfortunes in life. Mahatma Gandhi the freedom fighter of India, failed several times, in his struggle towards getting freedom for India. But he did not give up his struggle. That strong will and vigour enabled him to attain success. So, one must understand that failure is not an end in itself. It is actually, a steppingstone to success.

<u>God helps those who help themselves</u>

A person who believes in fate is called fatalist. He has no confidence in himself, in his action. He believes that man is nothing before. It is fate which dominates and controls everything. Man is merely puppet in the hands of fate. Everything in this world is already decided by fate. But this concept reflects the dark side of life, pessimist's attitude towards life. A man who believes only in God, by remaining inactive, will spoil his future. Man should have belief in God, the Supreme Power. But devoting himself wholeheartedly to the God does not help him to survive. He should remember the fact that work is worship. He must have belief in his work only, not in the result of his work. God will not help who sits idle. So fix your goal, discharge your duties with utmost dedication. Challenges may try to slow you down. But they can be overthrown. God will give you proper reward. Doing and Dedicating oneself for work contains success.

14.3.3 Exercises

Notes

Write a note on the following proverb, explaining its meaning, purpose, advising. Relate to your personal or profession life.

1. Haste makes waste
2. Pride comes before a fall
3. Little Strokes fell great oaks.
4. A stitch in time saves nine.
5. As you sow, you shall reap.
6. A thing begun is half done.
7. Barking dogs seldom bite.
8. Beauty is in the eye of the beholder.
9. Better late than never.
10. Blood is thicker than water.
11. Cleanliness is next to Godliness.
12. Cowards die many times before their deaths.
13. Don't blow your own trumpet.
14. Don't cast pearls before swine.
15. Don't judge a book by its cover.
16. Early bird catches the worm.
17. Every cloud has a silver lining.
18. Fall seven times. Stand up eight.

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19. Fortune favours the brave.

20. God helps those who help themselves.

21. Honesty is the best policy.

22. Hope for the best, prepare for the worst.

23. Ignorance is bliss.

14.4 GROUP DISCUSSION

Group Discussion is considered to be the first and foremost criteria to select the suitable performer. Through group discussion, your communication skills, your behaviour and interaction with your group are assessed. The evaluators and the discussants are the two parties involved in group discussion. The evaluators assess the discussants' open-mindedness, active listening skill, leadership quality, decision making quality, analytical skills, subject knowledge, problem-solving skills, critical thinking skills, positive attitude, confidence, drive and initiative skill are evaluated.

14.4.1 Expressions to be used in Group Discussion

To initiate a discussion

1. The topic given is truly a serious issue. Let us look at this problem now.

2. It is indeed an interesting topic. Let us see the issues involved in:

To seek opinion from others

1. What do you think…?

2. How do you feel about this?

3. What is your opinion about this?

4. We will be happy to hear about this from you…

5. Shall we have your opinion?

To make suggestions

1. I would like to suggest

2. My suggestion is

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3. Let us see this from this angle

4. Shall we look at this from this angle?

To draw attention

1. Excuse me, I would like to add…

2. Before we proceed to further. I wish to consider

3. Le me explain this point

4. But let us look at this from the different strand.

To promote good relationship with fellow participants

1. You are right

2. I agree with you.

3. Please continue.

4. Please proceed further.

5. Will you please elaborate?

6. I think, you mean…

To conclude

1. Let us conclude the discussion

2. We have arrived at conclusion

3. We have been speaking on.

To express opinion

1. I am afraid I have a different opinion

2. I am sorry I have to differ

3. My observation is

4. I don't think it is right

To ask for details

1. Can you explain?

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2. Can you say something more?

14.4 .2 Sample for Group Discussion

Equal Rights for Men and Women

No.1 : The topic given to us is quite controversial topic. It can turn out to be

gender war. I firmly believe that women should have the equal rights as men. World cannot survive only with men. Men and women are two elements of society. If women were not given rights, the world cannot flourish. Women and men enjoy the same status in the western countries. Men and women complement each other. But in India, women are treated as a secondary gender. But this is the country which is called 'Mother India'. I support the statement that women should enjoy the same status as men. Thank you.

No. 2 : Friends, I feel that women should be treated at par with men. But they

should not be given equal rights. Nowadays, there is an increase in the number of working women. Because of that, men do lack getting a job. Because of women only, men face unemployment. If women are given equal rights, society will become unbalanced. Divorce will also become very common. It will disrupt the society. Thank you.

No.3: Friends, from the history, we can understand that the wars and downfalls

are brought about by women. There is no doubt that women are weaker sex. So they can not stabilize themselves. Man only can stabilise woman, as a father, brother, husband or son. Women with individuality, will neglect their families. As a result of this only, nuclear family system is emerging. Because of such women only, children turn to the wrong path, becoming criminals, drug addicts, and extra marital affairs. It is they who denied the grandparents to live with them. So Women should be treated as subordinate. Thank you.

No.4 I appreciate the previous speaker's point of view. He has justified his

points. But we have to remember, no country can flourish, without making women as their equals. Literate women can contribute to society. Women take care of the domestic activities and care their husbands and children. Women should be given equal rights. Thank you.

No.5 I would like to state that women have already enjoyed their rights. Women in India loved to play the subordinate position i.e. sister, wife, daughter. They are brought up in such a manner. Women do not want to exercise their rights. I feel that women do not both much about their rights. Thank you.

No.6 In the name of equal rights, women have broken social norms. They wear obscene clothes. They prefer live-in relationships. They are the causes for social disintegration. If they are given equal rights, it is like, adding fuel to the fire. So no rights of equality can be given to them. Thank you.

No.7 In fact, I am of the opinion that women have more rights than men. In jobs, they are given priority. If they are given equal rights, they would not do justice to their jobs or to their families. Thank you.

No.8 I am of the opinion that women should be treated like equals. I would like to say that these rights should be limited to education, job and marriage. The rights can become detrimental for society. Thank you.

14.4.3 Exercises

1. Does Technology make us less human.
2. Disaster Management in India.
3. Can illiterates be given driving licenses?
4. Electric vehicles in India.
5. Plastic Ban: Economy or Environment?
6. Media attention to sports: Cricket vs other sports
7. Status of women in India
8. Gender equality in the work place
9. Who serves the country most – Teacher or the soldier?
10. Effects of video games on Children.
11. Animated Series spoil or entertain children?
12. The Impact of Social Media on the youngsters
13. Is India safe for women?

Notes

14. Impact of movies on Youth
15. Is Death penalty necessary for Child Rape?

14.5 CONVERSATION

English should be practised in every day context to increase the fluency. To improve English conversational skills, one has to practice speaking outside the classroom. Real-world English conversation practice speeds up the conversational acquisition. Sharing experiences with different backgrounds helps to master your language. Some of the commonly used English expressions for everyday communication is given below.

14.5.1 Apologizing

Expressions and Phrases for Apologizing

1. My sincere apology.
2. Sorry about that.
3. Hope you won't mind it.
4. Please forgive me for my rudeness.
5. I'm really ashamed that I behaved rudely.
6. Please forgive me.
7. I'm sorry for disappointing you.
8. I sincerely apologize for my rude behaviour.
9. Sorry about it. I won't repeat in in future.
10. I apologize for my rudeness.
11. I hope that you can forgive me.
12. I cannot express how sorry I am.
13. There is no excuse for my behaviour, I understand.
14. Please forgive me.
15. I beg your pardon.
16. Please pardon me.
17. Please forgive me.
18. I know, it was inexcusable.

19. I made a mistake, I understand.

20. I should not have said that.

Notes

The following expressions and phrases can be used for expressing apology.

1. I really apologize for _______.
2. I am really sorry that _______.
3. I'm really ashamed of _______. Please forgive me for that.
4. Please forgive me for ________.
5. I'm sorry for ______.
6. I would like to apologize or ____.
7. Sorry about it. I ______.
8. I'm awfully sorry for _____.
9. My sincere apology for _____.
10. I'm terribly sorry for ______.
11. I am extremely sorry for ____
12. I owe you an apology ______
13. I'm really how sorry I'm _____.

Model Conversation for Apologizing

Stella apologizing her friend Surekha for dropping down her new mobile phone.

Sureka: What was that terrible noise? Did you drop anything?

Stella: I'm sorry Sureka. I dropped your mobile phone unknowingly.

Sureka: Was it broken?

Stella: No, but I'm really sorry.

Sureka: Haven't I told you to keep it safely? Why don't you hold it tight?

Stella: I should not have taken that. I'm really sorry. I won't repeat this mistake.

Sureka: That's ok. But handle phone carefully hereafter.

Notes

Stella" That's so kind of you.

Exercises:

1. Sarath and a group of boys break the window of Karthik's house, while playing cricket in the street. Write a conversation between Sarath and Karthik, Sarath apologizing Karthik.
2. Swetha dropped a glass and broken it. Write a conversation between Swetha and her mother, in which Swetha apologizes her mother.
3. Janani told her parents, "I hate you!". But she realized her mistake and apologize her parents. Write a conversation between apologizing Janani and her parents.

14.5.2 Requesting

Polite Expressions and Phrases for making request

1. Please…….
2. Kindly……
3. Would you please…….?
4. Could you please………?
5. Would you mind ………?
6. I would be grateful …….
7. I would feel obliged……
8. Do you mind if I………?
9. May I ……….?
10. Can I help you?
11. Would you like another coffee?
12. Shall I open the window?
13. Would you answer me over phone?
14. Could you do me a favour?
15. May I come in?

Sample for Requesting.

Suchitra : Excuse me, Madam, Could you give me your pen?

Notes

Neha : I'm really sorry. It does not write well.

Suchitra : That's alright. Would you mind lending your pencil?

Neha : Sure. Please wait for a while.

Suchitra : Madam, Would you please guide me to fill this form?

Neha : With great pleasure.

Suchitra : May I invite my friends also to get helped by you?

Neha : Go ahead.

Exercises

1. Write a conversation between you and your teacher requesting him to admit yourself in his spoken English class.
2. Write a conversation requesting to show the way to the post office.
3. Write a conversation requesting to extend one more week lending library book.

14.5.3 Thanking

Expressions to thank

1. Thank you.
2. I am so grateful.
3. We are so thankful.
4. It was very kind of you.
5. I appreciate your help.
6. You have been very helpful.
7. Thank you so much.
8. You have been a tremendous help.
9. Thank you for taking your time to explain it to me.
10. I really appreciate it.
11. Thanks a lot, but you really shouldn't have.
12. Thank you. That would be great.

Notes

13. Thank you. I just wanted to express my appreciation for your kindness.
14. Thanks, but I will manage by myself.
15. Thank Goodness.

Sample for thanking

Susi : Shall I help you to clean your room?

Nivi : I really appreciate your kindness.

Susi : You are welcome.

Nivi : Did your mother train you to clean?

Susi : I clean by myself. That is my job, you know.

Nivi : Really? That's great.

Exercise:

1. Write a conversation between you and your friend, thanking him for having thrown a sumptuous party.
2. Write a conversation between two persons, one thanking for finding the rent house.
3. Write a conversation between two friends, one thanking another, for bringing back his lost bike key.

14.6 ANSWER IN TWO SENTENCES EACH

1. Write a conversation between you and your father, thanking him for buying a new mobile phone for you.
2. Write a conversation between you and your mother, requesting her to give permission to go for educational tour.

14.7 ANSWER IN PARAGRAPH EACH

Expand the following proverb into a paragraph:

1. All that glitters is not gold
2. Justice Delayed is Justice Denied
3. Knowledge is power
4. As you sow, so you reap

5. Charity begins at home.

Notes

14.8 ANSWER IN AN ESSAY EACH

Write the group discussion on any one of the following topics:

1. Social Media: Boon or Bane
2. Death Penalties for Crime Against Women
3. Smart Work vs Hard Work
4. Advertisements Beneficial or Not?
5. Child marriages in India

14.9 FOR FURTHER READING

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